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ABSTRACT

Developed by the total staff at Vocational Village (Portland, Oregon), this handbook presents the following: (1) information about Vocational Village, a unique alternative high school which offers a program dedicated to helping economically and educationally disadvantaged youth between the ages of fourteen and twenty-one become independent, responsible, and productive citizens through guidance, counseling, and an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, and placement and follow-up services; (2) a reference explaining the roles, duties, and expectations of all members of the faculty and all classified personnel; (3) an explanation of the procedures and forms necessary to process students into and out of this open-entry open-exit program; (4) a bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand educational policies; and (5) a glossary of terms that have a special or unique meaning for the school. The information is presented in five sections: (1) purpose and goals; (2) curriculum, including a sample outline of behavioral objectives for the clerical office practice unit of the clerical occupational cluster; (3) administrative procedures (admissions, registration, reporting of achievement, and program completion); (4) staff (code of profession ethics, staff improvement, staff responsibilities); and (5) forms (student enrollment and scheduling, attendance and discipline, academic achievement, conduct, transportation and safety, and miscellaneous). (BL)

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STAFF HANDBOOK

Vocational Village
Portland Public Schools
5040 S. E. Milwaukie Avenue
Portland, Oregon 97202

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February 1974

GLOSSARY OF TERMS

Following are definitions of frequently used terms.

Career Education Cluster

Related courses that provide students with basic knowledges and skills applicable in two or more entry level jobs

Course

A series of competencies or units organized in a specific order dealing with the same subject

Completed courses, depending on their length and content, can be recorded on the student's official high school transcript as full or half credits

Competency

A portion of a course which represents related tasks

Tasks are grouped to form units (modules) of instruction that lead to employability

Task

A complete element

A logically related set of steps required for the completion of a unit objective

Job Sheet

An explanation of a step or task--contains an objective stated in behavioral terms

A.S.C.--Allied Supporting Courses

Elective courses that enhance the career education curriculum

B.E.C.--Basic Education Competency

Organized tasks that make up basic education units of instruction

C.E.C.--Career Education Competency

Organized tasks that make up career education units of instruction and lead to employability

I. B. E. C.--Interdisciplinary Basic Education Competency

A basic education competency that utilizes supportive materials and concepts from at least one other basic education or career education area

I. C. E. C.--Interdisciplinary Career Education Competency

A career education competency that utilizes supportive material from basic education or another career area

I. C. U.--Interdisciplinary Curriculum Unit

Either an I. C. E. C. or an I. B. E. C.

I. J. S.--Interdisciplinary Job Sheet

A Job Sheet or step that involves two or more disciplines

Example: Health Occupations and Science
Home Economics and Food Service
Marketing and Office Occupations

An Interdisciplinary Job Sheet is smaller than a unit. It may be built into an I. B. E. C. at some future date

INTRODUCTION

Vocational Village is unique in the Portland Public Schools, perhaps in the entire United States. Its concept of education, its curriculum, the roles of its staff and the procedures for students to enter, progress through the instructional program and leave are not traditional. They combine and interrelate to make the school different from others.

The unusual characteristics of Vocational Village have created a need for a comprehensive reference book to bring about a common understanding of its concepts, procedures and responsibilities. This need became particularly apparent in the fall of 1973 when the Director of the school and veteran staff attempted to orient new instructors and classified personnel.

Recognition of this need resulted in the total staff undertaking the preparation of this Staff Handbook.

The purpose of this resource book is to provide:

1. Information about this unique alternative high school program and its philosophy

2. A reference explaining the roles, duties and expectations of all members of the faculty and all classified personnel

3. An explanation of the procedures and forms necessary to process students into and out of this open-entry--open-exit program

4. A bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand policies of Portland Public School District No. 1, Area III, and the State Board of Education

5. A glossary of terms that have a special or unique meaning at Vocational Village

It was important that the entire staff take part in the development of the handbook. Staff members were invited to participate in a leadership preworkshop planning session to lay a foundation for a workshop which would involve the total staff. The session resulted in the identification of attainable goals, review of existing materials, identification and assignment of responsibilities to specific staff members, establishment of reasonable timelines, and assurance that all faculty would be involved in the planning and developing of the reference.

A workshop involving all staff in December 1973 resulted in the following objectives and assignment of primary responsibility for each.

Objective	Major Responsibility
1. Introduction presenting an overview of the project	Ronald Thurston, Director
2. Statement of staff duties and responsibilities	Ronald Thurston, Director
3. Explanation of the purpose and objectives of Vocational Village	Ronald Thurston, Director
4. Explanation of instructional programs	Carolyn Leonard, Office Occupations Instructor (Chairperson) Lynda Darling, Reading Specialist Sylvia Kyle, English Instructor Jerry Palmer, Marketing Instructor
5. Policies and procedures in admitting students	Thomas Vickers, Admissions Counselor and Human Relations Instructor (Chairperson) Bruce King, Science Instructor Jerry Palmer, Marketing Instructor Larry Sampson, Metals Occupations Instructor
6. Description of the advisor team concept	Carolyn Leonard, Office Occupations Instructor (Chairperson) Donald Thompson, Industrial Mechanics Instructor Frances Hamby, Social Studies Instructor Therese Tepedino, Social Studies Instructor
7. Procedural plan for early exiting students	Lynda Darling, Reading Specialist (Chairperson) Glenn House, Evening School Supervisor Gerald Foat, Electronics Instructor Rosalie Canepa, English Instructor
8. Description of work experience	Lester Weber, Administrative Assistant (Chairperson) David Bailey, Food Occupations Instructor Eddie Gray, Automotive Instructor Earl Sandness, Work Experience Coordinator

9. Explanation of graduation and completion requirements	Sylvia Kyle, English Instructor (Chairperson) Elizabeth Barnes, Office Occupations Instructor Evelyn Fuller, Mathematics Instructor Helen Parrott, Home Economics Instructor Gloria Harold, Student Records Clerk

Perpetual change is a part of the basic nature of the Vocational Village program. Therefore, the handbook has been produced in a looseleaf format so it can easily be amended, improved and enlarged to incorporate new topics and better satisfy current needs.

RONALD L. THURSTON
Director

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1.0 PURPOSE AND GOALS

1.1 OVERVIEW

Vocational Village offers personalized, career oriented education to young people ages 14 through 21 who live in the Portland (Oregon) Public School District No. 1. It serves high school dropouts, those referred by juvenile courts or other social agencies and those transferred from regular high schools because of physical, academic, mental or emotional problems. Vocational Village is the last opportunity for many young people to overcome a life pattern of chronic failure and underachievement. The program is dedicated to helping economically and educationally disadvantaged youth become independent, responsible and productive citizens through guidance, counseling and supportive programs. The program also offers an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, as well as placement and followup services.

Vocational Village is based on the assumption that every student is as potentially worthy as his successful counterpart in the traditional high school, and every student has the potential for success if given personalized educational opportunities. The program offers alternative channels for students which include G. E. D. preparation, entry level occupational programs and a high school diploma.

Context of the Program

Much of the impetus for Vocational Village came from the Portland racial tension, due in part to riots of 1968 in other parts of the country, and the realization that many young people had become disenchanted with the traditional school setting. Because of its failure to meet the needs of the noncollege bound student, the Portland School Board commissioned a special consultant from the State Board of Education to implement a program for current and potential high school dropouts. Working with an assistant director (now director), the consulting director began to shape the program. The School Board leased a small building and began with 50 students drawn exclusively from the 6,000 who had dropped out of Portland high schools. Since then, thousands of youths have applied at Vocational Village and most have been enrolled. In addition to the existing summer program, an evening program was established in 1970 accommodating 155. In August 1972 Vocational Village moved to a larger facility for its 454 students and 29 staff.

During its first year of operation, the administrative and program structures were somewhat undeveloped. Staff members were uncertain about their teaching responsibilities and students were unclear about what was expected of them. The program tended to operate on a day-to-day basis without clear skill acquisition objectives. To help the staff determine more clearly its role in directing students toward career development, the director and staff held a series of brainstorming workshops. By 1970 the major goals of these workshops had been realized. Teacher and student handbooks developed by the staff identified the roles, rights and responsibilities of all staff and participants.

Vocational Village is directly responsible to Area III of the Portland Public Schools and is subject to the policy decisions of the local School Board.

A five-year plan for Vocational Village includes upgrading the curriculum and developing detailed reallocation components for future programs.

1.2 OBJECTIVES

Objectives of Vocational Village are to:

I. Continue assisting economically and educationally disadvantaged youth to become independent, responsible and productive citizens through:

   A. A guidance and counseling system that emphasizes career goals

   B. Supportive courses tailored to complement the students' career goals

   C. Occupational cluster programs enabling each student to develop broad competencies that lead to immediate employment and/or advanced training

   D. A complete and relevant program leading to a high school diploma or a G.E.D.

   E. An individualized basic education program fused with the career goals of each student

   F. A totally flexible program encouraging each student to explore

   G. A pliable and empathetic work experience program offering each student experiences related to his school training and overall career goals

   H. A continuous postgraduate counseling, followup and referral service to evaluate program effectiveness and strengthen overall achievement

II. Demonstrate the viability of an educational program for disadvantaged youth integrated with the total educational resources of the community by:

   A. Developing programs with advice from private sectors of business and industry, utilizing their equipment, supplies, training, materials, personnel and training stations

   B. Utilizing the many governmental agencies available to give special services when and where appropriate

   C. Conducting and participating in various group activities leading to development, testing and dissemination of effective ways of working with disadvantaged and handicapped youth

III. Maintain a staff highly competent in dealing with disadvantaged youth through continuous inservice training and staff development

2.0 CURRICULUM

2.1 INDIVIDUALIZED LEARNING

Unlike the traditional school situation where classes are held in groups on the basis of group learning objectives, Vocational Village emphasizes individualized learning. The basic mode of instruction is the Job Sheet. A Job Sheet prescribes a unit of work, a task, to be completed by the individual student. It is by design a "bitesize" amount of curriculum that the average student can complete in an hour. Written for both vocational and basic education courses, the Job Sheets are sequenced into competencies.

The choice of Job Sheets for a particular student depends on his needs, preferences, area of concentration and the number of credits needed for high school completion. The staff at Vocational Village believes a student's level of competence will noticeably improve if he can begin at a comfortable level and continue through progressively more demanding materials. As the student completes the first two or three Job Sheets in a unit, the student and teacher confer on whether the material is sufficiently interesting and demanding. This recurring process of choosing materials and completing them continues until the student completes a competency (a unit of work). Students who merely spend time at Vocational Village accumulate no credit; credit is based on the completion of each progressive Job Sheet in a competency (unit). High school credits are earned through completion of the required competencies (units) that make up a particular course. Pretests and posttests are used to measure the student's progress.

A Learning Agreement is executed with each student specifying the goals, competencies and Job Sheets to be completed, as well as a timeline for completing the work.

Interdisciplinary Job Sheets integrate traditional academic subjects into the teaching of vocational education. The coordinators of vocational subject units meet with instructors in other disciplines to discuss the interrelationships between their curricula. For example, teachers in each vocational area meet with the English and reading teachers to identify the technical vocabulary and communications skills necessary for success in the career area. These words and skills become the basis for Job Sheets in the English courses.

As Job Sheets are put into actual use, instructors may need to make revisions. Tasks which prove too difficult may need to be split into three or four Job Sheets. Interest expressed by a student may indicate the desirability of developing additional Job Sheets on particular subtasks. Using this type of feedback, instructors revise Job Sheets and create new ones.

2.2 COMPETENCIES

The Oregon Board of Education has directed school districts to restate their educational programs in the form of competencies to ensure a commonality of instruction to all students. These competencies are to be written in measurable, behavioral objective terms which state exactly what it is the student will be able to do.

Vocational Village was one of the first schools, if not the first, in the state to use behavioral objectives in the form of Job Sheets, and has a good lead on converting to a competency based curriculum because of the six years of experience in writing all curriculum in behavioral objectives.

Development Tasks

The main goal now is to upgrade the curriculum at Vocational Village so that it will be unassailable by any critic. This work is focused first on the completion of individualized interdisciplinary vocational competencies (units). The following tasks are involved in developing units:

1. Define the desired outcomes of a program by writing the course objectives for each segment or credit in the program

2. Define course requirements by identifying all of the competencies required to be vocationally competent in the program

3. Identify the content of each credit in an area by grouping these competencies into the number of credits required to complete the program

4. Determine the interdisciplinary aspects of a program by contacting each of the team members and listing the common competencies

5. Select one competency and list all of the tasks required to demonstrate this competency

6. Identify the steps needed to complete each task by making a detailed listing of the activities required to perform that task

7. Write an Interdisciplinary Competency Unit by using the task detailing outline as a beginning for each behavioral objective statement

8. Develop a pretest to determine student's knowledge and skills prior to beginning the competency

9. Develop a posttest to determine whether the student has acquired minimum knowledge and skill upon completion of the competency

10. State the purpose of the unit by developing a rationale

Procedure

The general procedure for carrying out these tasks in developing competencies is:

1. Identify competencies

   Identify competencies required to complete a program (all credits)

2. Develop procedures

   Identify which competencies will be developed

3. Establish a tentative schedule

4. Develop competencies

   List tasks

   Detail tasks

5. Write units

   State behavioral objectives

   Produce job sheet

   Pretest

   Posttest

6. Critique units

   Use pretest and posttest data

   Examine rationale of units

   --Why this basic competency was selected
   --How pretest and posttest function
   --How unit is used in relation to an interdisciplinary approach

7. Enhancement

   Correct any imperfections discovered during critiquing

8. Produce units

CLERICAL CLUSTER

Job Titles: GENERAL CLERK, CLERK TYPIST, FILE CLERK, RECEPTIONIST

Level	Course	ELECTIVES
100.	00	INTRODUCTION TO OFFICE OCCUPATIONS
100.	00	EXPLORING OFFICE CAREERS
		LEVEL 1--BASIC CLERICAL COURSES (to be earned in office occupations)
100.	01	TYPING 1
100.	02	BUSINESS MACHINES 1
100.	03	RECORD KEEPING
100.	04	(RECEPTIONING)
100.	05	(FILING) CLERICAL OFFICE PRACTICE
100.	06	(MONEY HANDLING)
100.	07	(MAIL HANDLING)
100.	08	INHOUSE WORK EXPERIENCE
		LEVEL 2--COURSES
200.	01	TYPING 2
200.	02	BUSINESS MACHINES 2
200.	03	CLERICAL OFFICE PRACTICE 2
200.	04	BUSINESS COMMUNICATIONS
		LEVEL 3--COURSES
300.	01	TYPING 3 (vocational)
300.	02	MACHINE TRANSCRIPTION
300.	03	CLERICAL OFFICE PRACTICE 4
300.	04	BRIEFHAND
		LEVEL 4--COURSES
400.	01	TYPING 4 (data and statistical--legal--medical--technical--scientific--executive)
400.	02	MACHINE TRANSCRIPTION
400.	03	ELEMENTARY ACCOUNTING
400.	04	BUSINESS COMMUNICATIONS

CLERICAL CLUSTER--INTRODUCTION TO OFFICE OCCUPATIONS

COMPETENCIES

The student will be able to:

Identify and list his potential strengths and weaknesses with the help of his instructor

Locate information using the following:

Zip Code Directory
Dictionary
Telephone Directory
Roget's Thesaurus
20,000 Words
Word Division Manual

File names in alphabetic order with 95 percent accuracy

Identify and operate with close supervision the mimeograph and the fluid duplicator

Identify and perform addition and subtraction on the full keyboard adding machine

Identify and perform addition and subtraction on the ten-key adding machine by touch

Identify and perform addition, subtraction, multiplication and division on the printing calculator

Identify and perform addition, subtraction, multiplication and division on the rotary calculator

Identify and perform addition, subtraction, multiplication and division on the electronic calculator

Demonstrate proper use of the telephone

List telephone services

List the classes of mail and the postal requirements

List special services provided by the postal department

Fold a business letter for a long envelope

Fold a personal letter for a small envelope

CLERICAL CLUSTER--EXPLORING OFFICE CAREERS

COMPETENCIES

The student will be able to:

List five clerical jobs and write a brief description (in his own words) of the duties for each of the five clerical positions

Demonstrate his skill in using the dictionary by looking up 20 words in the dictionary and writing down the meaning of each word (All words must be spelled correctly)

Demonstrate his skill in reading numbers by reading five numbers of more than three digits to the instructor orally

Demonstrate his skill in comparing items by comparing 50 items and determining whether they are alike or different with 90 percent accuracy

Locate a clerical position in the want ads of a current newspaper and list the qualifications necessary to obtain the position

List items in his wardrobe that might be suitable for office wear

Demonstrate his skill in comparing numbers and letters by comparing 50 items and determining whether they are alike or different with 90 percent accuracy

Demonstrate his ability to do simple arithmetic problems (addition, subtraction, multiplication and division) by completing 100 problems with 90 percent accuracy

Demonstrate his ability to use the telephone directory by finding and writing down the names and addresses of 10 companies and individuals listed in the local directory

Solve multiplication and division problems putting the decimal point in the correct place in the answer

Demonstrate his ability to proofread business papers that have been typed

Change improper fractions to whole or mixed numbers

Reduce fractions to lowest terms

Write names in correct indexing order and arrange them in alphabetic order

Locate a clerical position in the want ads of a current newspaper and write a letter of application

Fill out an application for a job completely and accurately use legible handwriting or printing

CLERICAL CLUSTER--BEGINNING TYPING 1

COMPETENCIES

The student will be able to:

Demonstrate his ability to strike the keys on the typewriter by touch:

- Letters
- Figures
- Symbols
- Special service keys

Demonstrate his ability to control the operative parts of the typewriter by touch:

- Carriage return
- Shift key
- Backspace

Type not less than 30 words a minute for 3 minutes with no more than 3 errors on paragraph copy

Demonstrate his ability to copy, arrange and position correctly on the paper such production materials as blocked style letters, reports with simple footnotes and common business forms

Demonstrate his ability to divide words at the end of a typewritten line

Space properly after a period, comma, semicolon and colon

Proofread typewritten material with 90 percent accuracy

CLERICAL CLUSTER--BUSINESS MACHINES 1

COMPETENCIES

The student will be able to:

Demonstrate his ability to operate the ten-key adding machine by touch efficiently and accurately by performing:

Touch addition
Touch subtraction
Touch multiplication

Use the special function keys (clear key, repeat key, nonadd key, etc.) when completing assigned problems

Demonstrate his ability to operate the printing calculator efficiently and accurately by performing:

Touch addition
Touch subtraction
Multiplication
Division

Use the printing calculator to determine discounts and will be able to complete problems containing constants

Demonstrate his ability to operate the electronic calculator efficiently and accurately by performing:

Touch addition
Touch subtraction
Multiplication
Division

Use the electronic calculator to change fractions to decimals, check extensions on invoices, determine discounts (including chain discounts)

Demonstrate his ability to operate the full keyboard adding machine efficiently and accurately

Use the Rotary Calculator to perform addition, subtraction, multiplication and division efficiently and accurately

Demonstrate his ability to operate the fluid duplicator to reproduce copies that are legible and properly positioned on copy paper

Clean the fluid duplicator, change wick, fill it with fluid and organize all supplies necessary for the proper operation of the fluid duplicator

Demonstrate his ability to operate the mimeograph machine to reproduce copies that are legible and properly positioned on copy paper

Clean the mimeograph machine (including the impression roller), fill the machine with ink and organize all supplies necessary for proper operation of the mimeograph

CLERICAL CLUSTER--RECORD KEEPING

COMPETENCIES

The student will be able to:

Write legibly

Print legibly (using block printing)

Proofread all written material and correct any errors he has made

Count cash accurately and efficiently

Make change accurately and efficiently

List the duties of a cashier

Total hours on time cards and compute regular and overtime wages

Compute payroll deductions

Use tax tables to compute taxes withheld from check

Compute net income

Record accurately the records of earnings and deductions

Prepare payroll checks and envelopes

Prepare payroll tax reports

List benefits for loss of income and write a brief explanation about each

Maintain stock records (perpetual inventory)

Copy names, numbers and addresses from one document to another and make all necessary corrections

List the procedures for ordering merchandise and fill out a requisition properly

List procedures for receiving merchandise

List procedures for accounting for merchandise

List the procedures for controlling inventory

Complete employment records neatly and accurately

Post transactions to purchases, sales, cash receipts and cash payments journals neatly and accurately

Reconcile a bank statement with the checkstub balance

Check transactions and record or post all transactions in the correct journals and customer's ledger

CLERICAL OFFICE PRACTICE 1
CLERICAL CLUSTER--(RECEPTIONING)

COMPETENCIES

The student will be able to:

List in his own words the primary duties of a receptionist

Identify his most common speech and pronunciation errors

Make a cassette tape giving his name, class and personal information about himself (tape will be from 30 seconds to 3 minutes) to demonstrate his effectiveness in oral communication

List in his own words a minimum of five suggestions for improving telephone habits

Demonstrate his ability to handle incoming calls properly

Demonstrate his ability to place local and long distance calls properly

Demonstrate his ability to use the telephone directory quickly and accurately

Demonstrate his ability to take messages quickly and accurately

Classify types of callers and suggest methods for dealing with each type

Demonstrate his ability to acquire essential information from the caller

List four responsibilities toward callers

Identify appropriate clothing and make up and grooming habits for a receptionist

CLERICAL OFFICE PRACTICE 1
CLERICAL CLUSTER--(FILING)

COMPETENCIES

The student will be able to:

File names of people and organizations in exact alphabetic order

File business letters and correspondence under the correct name and will cross reference when necessary

File cards and correspondence in numerical order

File cards and correspondence in geographic order

File cards and correspondence by subject

Identify different types of filing equipment and list reasons for using various types

Identify the appropriate filing system when given details about records to be filed

List steps to be taken when preparing records for filing

List the three steps in any control and charge-out system

List reasons for and methods of cross referencing

CLERICAL OFFICE PRACTICE 2
CLERICAL CLUSTER--(MONEY HANDLING)

COMPETENCIES

The student will be able to:

Count cash accurately and efficiently

Make change accurately and efficiently

Issue receipts properly

Handle checks received from customers, clients and patients

Establish, replenish and keep records of petty cash fund

Count and wrap coins and count and package currency

Prepare deposit slips

See that all checks are properly endorsed and ready for deposit

CLERICAL OFFICE PRACTICE 2
CLERICAL CLUSTER--(MAIL HANDLING)

COMPETENCIES

The student will be able to:

List the classes of mail and the requirements of each class

Calculate the postage for various classes of mail

Wrap and seal package for mailing

List the steps in sorting, opening, stamping and delivering incoming mail

Address a personal envelope properly using zip codes in both the return and sending addresses

Address a business envelope properly

Determine postage using a postage scale

CLERICAL CLUSTER--INHOUSE WORK EXPERIENCE

The student will be able to:

Determine what skills he has to offer to a prospective employer

Gather all of the necessary data and prepare a resume

Fill out an employment application neatly and accurately

Fill out all necessary records for the work experience coordinator

Prepare himself and interview for an office position available at Vocational Village

List the tasks performed at the end of each week and will total the hours worked

Summarize the week's activities and review any problems with his instructor

Write a short report summarizing and evaluating his inhouse work experience--listing the good points, what he has learned, what he feels his strong and weak points are

Meet with his instructor and go over the overall evaluation of the inhouse work experience

Use newspaper to locate sources of employment

Visit the State Employment Office or Youth Opportunity Center to determine what jobs are available

Actively seek employment in an office

Prepare a letter of application

Participate in at least one mock interview

Prepare final draft of resume

COOPERATIVE WORK EXPERIENCE COMPETENCIES FOR CLERICAL CLUSTER

The student will be able to:

Identify skills necessary for a cooperative work experience station

Identify habits and attitudes necessary to obtain a clerical position and is able to perform a self-evaluation identifying specific strengths and weaknesses

Make formal application for cooperative training station

Demonstrate positive work habits by maintaining regular attendance at school and on the job once accepted and assigned a training station

Demonstrate ability to follow directions and get along with fellow workers by obtaining satisfactory rating for overall job performance at the cooperative training station once accepted and assigned a training station

Identify his personal strengths and weaknesses and provide the cooperative career education instructor with a weekly evaluation

Provide valuable information for the improvement of the work experience program by evaluating his experience with the cooperative program--vocational instructor, work experience coordinator, training site and training supervisor

2.3 CAREER EDUCATION

Career education is the preparation of students for all meaningful and productive activity--at work or at leisure, whether paid or volunteer, as employee or employer, in private business or in the public sector, or in the family.

Upon completion of the required number of career education competencies, the Vocational Village student will have a saleable skill for entry level employment.

The interdisciplinary approach involving basic and vocational education is used in career education. Such an approach provides learning experiences relevant to the career objectives of each student. Such objectives must include the necessary behavioral changes (attitudes, knowledge and skills) as a prerequisite for choosing, preparing and pursuing a successful career. Career education is an integration of learning and doing that merges the worlds of the home, the community, the school and the work station into a challenging and productive whole. It is a perpetually changing system that is viable in growth and flexible in choice. It permits awareness, exploration, choices, upgrading, progression and change of career direction.

A joint long-range plan of the State Board of Education, the Area III staff, the Vocational Village staff and Advisory Committee is being used to implement this concept. The plan incorporates problems, needs and objectives of students, school and community. Projected accomplishments and a timeline are included. The school staff is the key element to a dynamic ongoing educational program and, therefore, it is vital that the staff serve as a team, maintaining pace with the changes in society and assuming the responsibility for professional growth.

Student Needs

The total Vocational Village student body of 454 includes 271 disadvantaged or handicapped students. Of these 115 are disadvantaged academically, 41 are disadvantaged culturally and 29 are disadvantaged economically. One suffers a speech impairment, 184 are emotionally disturbed or deprived, 10 are physically maimed or crippled, 70 are mentally handicapped and 5 are considered chroncially ill. Of the 454 enrolled, 185 are sociologically or economically deprived in one or more ways. All are being treated individually with special programs, learning packages, job sheets and projects designed to meet their personal needs and make them self-sufficient, productive and responsible citizens of society.

Career Education Goals

Since Vocational Village is an ongoing career education program, the first goal of the staff is to re-evaluate the present career cluster to determine what is still valuable, what needs revamping, what needs updating, adding or deleting. New courses and new course material will be added to strengthen the present program and to meet the new state graduation requirements. In addition, the staff plans to

go through its present curriculum using the same procedure with special attention being given to:

1. Interdisciplinary curriculum which relates the basic education courses to the occupational clusters offered and to the career world

2. Specific remediation curriculum which diagnoses student learning difficulties and deficiencies and offers remedial interdisciplinary units designed to improve and correct the problem areas

3. Individualized curriculum which allows each student to achieve his career goal and still accommodate his varied interest, abilities and attitudes

The teaching methodology should provide for planned, coordinated and individualized on-the-job experiences in the community at a training station to enable students to both learn and apply skills in the career cluster. To have successfully completed a career cluster program at Vocational Village, each student should complete a minimum of three classroom credits in his vocational area and one work experience credit where he actually employs his classroom training by working in a related field. This necessitates a close relationship between the Work Experience Coordinator, the vocational instructor, and the prospective employer to assure job appropriateness, value and consistent and continual evaluation by all three.

Implementation

A close working, integrated staff of vocational instructors, basic education instructors and testing experts is necessary to reach these goals. New staff may be necessary to conduct new courses, work experience and counseling programs. Designing and writing of new courses and course material requires additional time and funds may be necessary to design and write the new curriculum that is individualized, interdisciplinary and remedial in nature. Inservice staff sessions and Area III "help sessions" may be initiated to accomplish these goals, as well as research into relevant programs and curriculum in use elsewhere.

Timeline

The plan will be implemented in six stages over five years.

Stage One--Preparation of the overall master plan, including setting overall goals and appointing committees to implement the plan

Stage Two--Re-evaluation of courses, materials, equipment and curriculum in the vocational basic education areas as to relevancy and consistency with current and future career education concepts

Stage Three--Analysis of tasks by various career ad hoc committees

Stage Four--Writing of general and behavioral objectives

Stage Five--Writing of interdisciplinary and remedial curriculum

Stage Six--Implementation and evaluation of the career oriented material

Evaluation

Each step will be critiqued as it is developed by the members of each committee of vocational and basic education instructors submitting the materials, the Director of Vocational Village, the Village's Career Education Advisory Board, the Village's Citizens' Advisory Board and the Area III career education specialists. Criteria for evaluation will be based upon the relevance of the material to be implemented; ease of comprehension; ability to allow for each student's individual differences, needs and tastes; short and long-term applicability to the knowledge and skill development of a future employee in his chosen career cluster; value to the community and employers; and such other criteria as deemed necessary by the Area III offices and the staff of Vocational Village as it begins to implement and detail this program outline.

2.4 CLUSTER CONCEPT

This concept requires the integration of general education with career education and academic with vocational education.

The career cluster concept is aimed at the development of skills and understandings which relate to a family of occupational fields. To put it another way, a cluster of occupations is a logical group of selected occupations which are related because they include similar teachable skill and knowledge requirements.[1]

Clusters are designed to make the majority of high school experiences relevant to the student's selected tentative career goal, development of acceptable job attitudes and encouragment and facilitation of student involvement in cooperative work experience. Thus, helping students develop the competencies required to succeed as a wage earner becomes accepted as one of the clear and primary objectives of the secondary school. Teaching at Vocational Village is focused within clusters, with basic education as a supportive role.

The student relates most of his high school experiences to one of the career clusters rather than relating course selection to a college-prep or terminal track. The present singular emphasis on academic ability aimed at success in "information loaded" subjects is replaced with multiple emphasis on "real life" goals aimed at success in "experience loaded" as well as "information loaded" subjects.

The implication is that much of the high school experience can be related to the needs, knowledge and skills common to the occupations which comprise a cluster, or family. This may serve as a motivational force for student interest in the "information loaded" subjects as well as help students keep options open, by developing skills for entry into a family of occupations rather than into a specific occupation.

[1]In Oregon, CAREER CLUSTERS have been identified when 10,000 workers are involved in the cluster area and when 2,000 jobs will be available in the next five years.

2.5 INTERDISCIPLINARY APPROACH

The interdisciplinary approach represents a collaboration effort among different fields of study. The interdisciplinary approach is based on the assumption that it:

1. Creates interaction among instructors and encourages the interchange of ideas and sharing of resources

2. Solidifies the education procedures necessary to educate people with relevancy to their individual goals

3. Minimizes the redundancy, duplication and nonrelevancy of course content

4. Broadens the creative potential of the current methods practiced by the instructors

5. Creates an environment for constant course evaluation, revision and experimentation

Recent research has identified the commonalities among the various vocational areas to eliminate duplication and promote and emphasize concepts and skills which most frequently appear within the various cluster areas.

Vocational Village carries this approach one step further to meet its broader goals. Interdisciplinary curriculum need not and should not start and end solely with the occupational areas. Therefore, the common elements among the basic education and occupational education fields are being analyzed in various degrees, science, mathematics, communications and other disciplinary areas appear to be related to the occupational goals and needed experiences of all students enrolled in cluster programs.

Goals

1. The primary goal for interdisciplinary development at Vocational Village is to make basic education more relevant to the occupational goals of every student enrolled.

2. The secondary goal is to develop interdisciplinary Job Sheet units between occupational areas.

Methods of Instruction

The individualized Job Sheet is the primary method of instruction. Credit for interdisciplinary curriculum units (Job Sheets) is transferable from one area to another where applicable. Where credit is not transferable, Job Sheet credit is left to the option of the instructor in the dominating discipline to decide its applicability.

The program in the humanities, creative and recreative arts is very flexible. Special courses are developed when students initiate interest and participate in the course planning. This area of instruction is an important exception of the philosophical occupational goal--"Instruction and training offered to Vocational Village students will be relevant to their occupational goals."

Traditional approaches and other aspects of the curriculum not applicable to the individualized Job Sheet approach will be utilized when they are shown to be valuable in the overall education of students at Vocational Village.

2.6 WORK EXPERIENCE

Many Vocational Village students have not experienced success or satisfaction with school work for a variety of reasons. Work experience may motivate these students toward a realization of the importance education plays in developing job competency. Work experience helps bridge the gap between students and the working society. When combined with vocational training in school, work experience can teach students the skills needed to become productive members of society.

Purpose

The purpose of the Work Experience Program at Vocational Village is to attract and encourage students to select a suitable vocational program that will provide training through work experience. The program assists and guides the student toward competencies that will prepare him to meet the requirements of regular employment and prepare him personally as well as vocationally for future achievement.

Description of Program

The Work Experience Program consists of various work-training experiences each designed to help a student to become better qualified for present or future employment. After registering at Vocational Village a student may elect to enter the Work Experience Program by applying for an interview in the work experience office. If the student is eligible for the program, he follows the procedure shown on the Student Flow Chart.

The student may enter one of several programs depending on his age and qualifications.

1. Exploratory Work Experience

   A student gets "hands on" experience in a number of short exposures to a variety of jobs. Students acquire a better knowledge of themselves, a knowledge of the world of work and the ability to make wise choices and decisions about careers based on this knowledge. Examples of this type of job exposure are field trips, observations, limited work experience, speakers, class discussions and exploration tests.

2. General Work Experience

   Part-time work, not necessarily related to a student's major, may be performed in or out of school. Students learn to value service to others and gain good work habits and attitudes.

VOCATIONAL VILLAGE WORK EXPERIENCE PROGRAM

STUDENT FLOW CHART

S	STUDENT ELECTS:	Student elects to apply for the work experience program. Uses application form for interview for work experience program.
1	REFERRED:	Student is referred to work experience coordinator by advisor.
2	SCREENED:	Student is screened by coordinator for acceptance into W. E. P.
3	WAITS:	Student waits for acceptance (remains in school).
4	ACCEPTED:	Student is accepted in work experience program.
5	CHECK CREDENTIALS:	Student work permit if needed, and social security card checked. Work experience coordinator will expedite deficiencies.
6	OCCUPATIONAL CLUSTER AREA:	Student will choose career cluster area wishing to work in. The occupation information test system in the career center may be used.
7	LOCATE TRAINING STATION:	Work experience coordinator will locate work training station to fit the student's needs, interests and abilities. Decision made to place student in appropriate W. E. P. (Exploratory, General, Cooperative, Other)
8	I. P. A. R.:	I. P. A. R. will be used to help locate job.
9	ARRANGE FOR INTERVIEW:	Work experience will arrange for student to call and make an appointment for interview.
10	INTERVIEW REHEARSAL:	Work experience coordinator will rehearse the interview process with students and make suggestions to students to help the student to become employable.
11	INTERVIEW:	Student's interview is conducted by employer.
12	HIRED:	Student is hired by employer - NOT HIRED: Return to point 7 and repeat process until they are hired.
13	HIRED STUDENT IN W. E. P.	Hired student is in work experience program. School schedule is modified if required. Credits in hours per term are agreed upon in advance.
14	STUDENT GETS OWN JOB:	Student gets or has own job.
15	REQUESTS W. E. P. ENTRANCE:	Student requests entrance in work experience program.
16	CHECK OF WORK CREDENTIALS:	Work coordinator checks on work permit, social security card and any license that may be needed.
17	ACCEPTED INTO W. E. P.:	Student is accepted into work experience program if all steps 15-16 are in order.
18	WORK TRAINING AGREEMENT:	Work training agreement is signed by student, parents, employer and coordinator
19	WORK EMPLOYER TRAINS:	Employer directs and trains students at the work training station.
20	WORK TRAINING - STATION VISITS:	The work experience coordinator will visit each work training station each term to check on safety and work conditions and discuss student progress.
21	EVALUATION AND FOLLOWUP:	The work experience coordinator will obtain employer evaluations of students each term, and keep followup records on all students, including graduates.
C		

3. Cooperative (Related) Work Experience

Students work on jobs related to their vocational occupation. This program is a cooperative arrangement between the school and employer. The job need not be in a school training station but may require a signed agreement to receive school credit.

4. Certified Cooperative (Related) Work Experience

Students are placed in school designated working stations and have signed training agreements. This work experience relates training in school closely with the training received on the job. The training received on the job and in school is based on the career objective and occupational interest of the student so that all training received contributes in a definite way to the student's development in his chosen occupation.

Teacher Aide Work Program

Students can participate in the Teacher Aide Work Program. Certain areas are in need of more hours than others, and this will be shown on allotment schedules from time to time during the school year.

In the best interest of proper training of working students and in the interest of efficient use of budgeted work funds, teachers responsible should give hourly pay credit only to those students who are actually working during those hours and have earned the pay. If not working, they should be released just as they normally would be in a real life situation outside of Vocational Village.

Time Cards

Teachers should turn in white time cards for students working at Vocational Village no later than 9:00 a.m. Monday each week.

Blue time cards for working for school credit outside Vocational Village should be filled out and signed by the job supervisor. The cards should be turned in to advisors each Monday to check days worked against school attendance. No work experience credit will be allowed if the student is not attending school on days worked, unless excused by the teacher.

Teachers turn in all time cards to the work experience office.

Credits Earned

Students may earn work experience credits in a paid or volunteer job in several programs.

1. Certified Cooperative (Related) Work Experience

   A signed training agreement is required and work must be at an approved training station. A student working on a job related to his vocational major receives one credit for each 180 hours worked upon completion of required competencies. A maximum of four credits may be earned.

2. Cooperative (Related) Work Experience

   A student working on a job related to his vocational major receives one credit for every 360 hours worked. A maximum of three credits may be earned.

3. General Work Experience (Unrelated)

   A student working on a job not related to vocational major receives one credit for every 540 hours worked. A maximum of two credits may be earned.

The total credits that may be earned by any student during his regular school years at Vocational Village cannot exceed four units. In certain cases where the need is evident, a student may earn two additional units of credit during summer vacations. (No more than one credit can be earned each summer.) These extra units must be arranged beforehand with the student's advisor and approved by the Director of Vocational Village.

No student can earn more than six work credits toward graduation at Vocational Village. This is a maximum of four credits during the regular school year and two credits during summer vacations.

Work Experience Records

Records kept for students working at Vocational Village are:

1. Card index file (general information)
2. Student employment information sheet (to payroll on initial employment)
3. W - 4E (to payroll on initial employment)
4. Payroll record (weekly to payroll)
5. White time card (student hours worked during week--turned in weekly)

6. Work hours record (to advisors at end of grading period)

7. General work experience report form (6 week report on students in program)

8. Student employment record--student employment information

9. Weekly payroll list showing job description, work supervisor, week reported, hours worked and gross salary

10. Weekly accumulative payroll and budget balances

Records kept for students working elsewhere are:

1. Card index file (record kept on student--general and work information in each program)

2. Blue time card (by student for record of hours worked--turned in weekly to advisor who verifies and returns it to Work Experience)

3. Work hours record (to advisor at end of 6 weeks)

4. General and cooperative 6 week report to administration (list of students and information concerning job)

5. Record on information sheet (student employment record)

6. Record of signed training agreements on each student in cooperative work experience program

7. Record of signed employer evaluations on each student in cooperative work experience program

Work Experience Forms

1. Student Employment Questionnaire - Student fills out when registering to provide information needed for job placement

2. Student Employment Application and Work Experience Information - Student fills out when applying for job at Vocational Village

3. Application for Interview for Work Experience - Student fills out to get into work experience program

4. Advisor Team Survey and Recommendation for Job Placement - Teacher assessment of student for placement in work experience program

5. Work Experience Training Agreement - Cooperative agreement pertinent to student training will be signed by student, employer, school and parent

6. Student Work Experience and Training Employer's Progress Report - Evaluation of progress and efficiency of student (6 week report)

2.7 ADVISORS AND ADVISOR TEAMS

In the Vocational Village program the advisor and the advisor teams are vitally important elements of the total objective of individualized plan of education for each student. With insight and knowledge of a student's ability and goals, an appropriate program can be developed to contribute to the success of the student in his chosen career field. Each teacher serves in the capacity of advisor and is a member of an advisor team. Advisors are assigned by vocational major of the students.

Role of the Advisor

1. Help students identify appropriate short-term and long-term goals and objectives

2. Counsel and schedule students into classes relevant to students' goals and objectives

3. Act as a liaison between staff, parents and student regarding school matters (i.e. probation, attendance, performance, attitude) through memos, staff, staff report to advisor, achievement board meetings, appeals board meetings, etc.

4. Keep an accurate record of all credits earned by the student and interpret those records to the student and the parents

5. Provide a listening ear when appropriate and suggest professional counseling, Planned Parenthood, DVR, etc.

6. Process student out of school, i.e. graduate, transfer, drop, terminate

Role of the Advisor Team

1. Encourage faculty to work together on problems involving students

2. Ensure each student receives relevant vocational counseling

3. Ensure input from basic education

4. Make sure every student has a vocational major

3.0 ADMINISTRATIVE PROCEDURES

3.1 ADMISSIONS

Purpose

Admissions procedures are designed to:

1. Stimulate and facilitate enrollment of those young people who will receive maximum benefit from the Vocational Village program

2. Provide new students with career counseling and orientation to the Vocational Village program

3. Maintain a waiting list and assure that students are properly placed in their career majors

Responsibilities

The Admissions Counselor is responsible for the overall operation of the admissions office. Specific duties include interviewing and screening student applicants and helping the student choose a career major.

The Admissions Counselor is responsible for setting up procedures for registration days.

Eligibility

Enrollment at Vocational Village is voluntary for high school youths (or those between the ages of 14 and 21) residing in Portland Public School District No. 1. Since Vocational Village was originated to help young people in the most difficult educational situation, only those who are no longer enrolled in any educational institution are eligible for enrollment. A few exceptions require special permission from Area III Office. Transfer students must be cleared in writing by both the transferring school and Area III.

Prospective students may hear about Vocational Village through personal acquaintances, high school counselors, court counselors or one of the many other agencies available to them (see first step on "Open Enrollment" chart). Many applicants respond to the cards which are mailed to all students in the Portland School District as they are formally dismissed from further school attendance. Another source of information about the program has been the coverage by the radio and television media.

The admissions procedures at Vocational Village are designed to facilitate enrollment of young people who will receive maximum benefit from a career oriented program. All requirements for admission exist because of the need for at least a minimum amount of screening and appraisal of those who apply.

A young person interested in attending Vocational Village first is interviewed by the Admissions Counselor to determine the suitability of this alternative

program for his present needs. Interview appointments are required in most cases because of the large number of applicants, although no walkin is turned away. If it becomes apparent during the interview that the program cannot meet the applicant's needs, the Admissions Counselor refers the student to a more suitable program, such as Residential Manpower or a community college. If it is determined that the program may help the applicant, the next step in the interview is to explain pre-enrollment requirements. These requirements include submittal of a transfer slip from a public high school, completion of the California Achievement Test battery, completion of registration forms, payment of a $10 registration fee and supplying a Social Security Number or making an application for a Social Security Card.

Once the student has been interviewed, he completes the California Achievement Test battery. Results from these tests are evaluated and used in advising students regarding their basic educational needs--designating their areas of educational weakness--as well as career possibilities. No students are rejected on the basis of test results.

At this point, the student submits completed registration forms and is either admitted to the program or placed on a waiting list if there are no vacancies at that time. Once the student is admitted, he pays his $10 registration fee and proceeds through registration, which includes selection of a career area, assignment and conference with an advisor and determination of his class schedule.

All students entering Vocational Village for the first time are placed on probation. Advisors assess student progress daily for a six-week period to determine if an Achievement Board meeting is necessary, or if the student may advance to "regular student status." A weekly report (green) may be required by the Administrative Assistant. Together, the advisor and the Administrative Assistant decide whether the student is kept on probation, released from probation or other alternative action as necessary.

Orientation

Student orientation to Vocational Village consists of the following:

1. Students receive a handbook and a tour of the school to introduce them to Vocational Village

2. Expectations of training in career majors are explained

3. Uniqueness of the school is explained--size, advisor-advisee system, career education oriented, six-week registration, method of earning credits, career information system, use of time clock, lunch program (free), transportation and work experience.

4. Rules and regulations such as automobile registration, parking, transportation to Physical Education and absenteeism are explained

5. Terms such as Achievement Board, Appeals Board, work experience and probation are explained

6. The faculty is introduced

7. Citizenship at the Village is discussed--smoking or hitchhiking in front of building, taking pride in school's appearance, care of equipment

8. Students are tested on orientation information to assure they are making the effort to know what is expected of Vocational Village students

3.2 REGISTRATION

3.2.1 New Students

Registration of students at Vocational Village occurs at six-week intervals, beginning with the opening of the school year in September. The steps in the registration procedure for new students and for students currently or formerly enrolled vary slightly (see 3.2.2 for Current Student and Re-Enrollees).

Definition of New Student

A new student at Vocational Village is one who enrolls for the first time.

Before enrollment the student must have had an interview with an Admissions Counselor and been admitted to the program by complying with the following requirements:

1. Submit clearance from Area III and previous school when appropriate
2. Supply a Social Security number or make application for one
3. Complete orientation by:
   a. Reading the Student Handbook and being tested on his understanding of it
   b. Choosing a career education cluster
   c. Being assigned an advisor and being introduced to that advisor
   d. Being shown the building and the time card system
4. Receive registration forms to be filled out by the student and signed by parents when required
5. Report on registration day specified by admission counselor
6. Pay the student fee of $10 or made arrangements to pay on registration day
7. Take the California Achievement Test

Registration

The Registration Instruction Sheet is supplied by the Receptionist.

The student's picture is taken by the Audio/Visual Technician.

Registration forms which have been filled out by students (signed by parents when necessary) are checked by Admissions Counselor and if any additional forms are needed, they are supplied to the student.

Registration forms are:

Interview Record
Yellow Registration Form for attendance office
Enrollment Slip
Student Agreement
Student Employment Questionnaire
Permit for field trips
Regulations Governing Student Use of Automobiles
Drivers Permit to drive to Physical Education classes
Safety Agreement
Application for free lunches

The registration fee ($10) is paid to the bookkeeper, if not paid prior to registration day.

Work Experience

The Work Experience Coordinator registers incoming students for the work experience program. A check is made with student for complete information and accuracy.

Meet with Advisor

The advisor checks registration information for accuracy.

He assists students in filling out a schedule, checking for duplication or overlapping.

The student completes a class vacancy card obtained from Records Clerk.

The student makes out High School Program Cards for attendance office files, the records office and each advisor.

The advisor checks cards for completeness and accuracy and retains the cards.

The student turns in all completed registration forms to the receptionist.

All personnel assisting with registration initial the Registration Instruction Sheet when completing the assigned registration function.

Summer School and Evening School

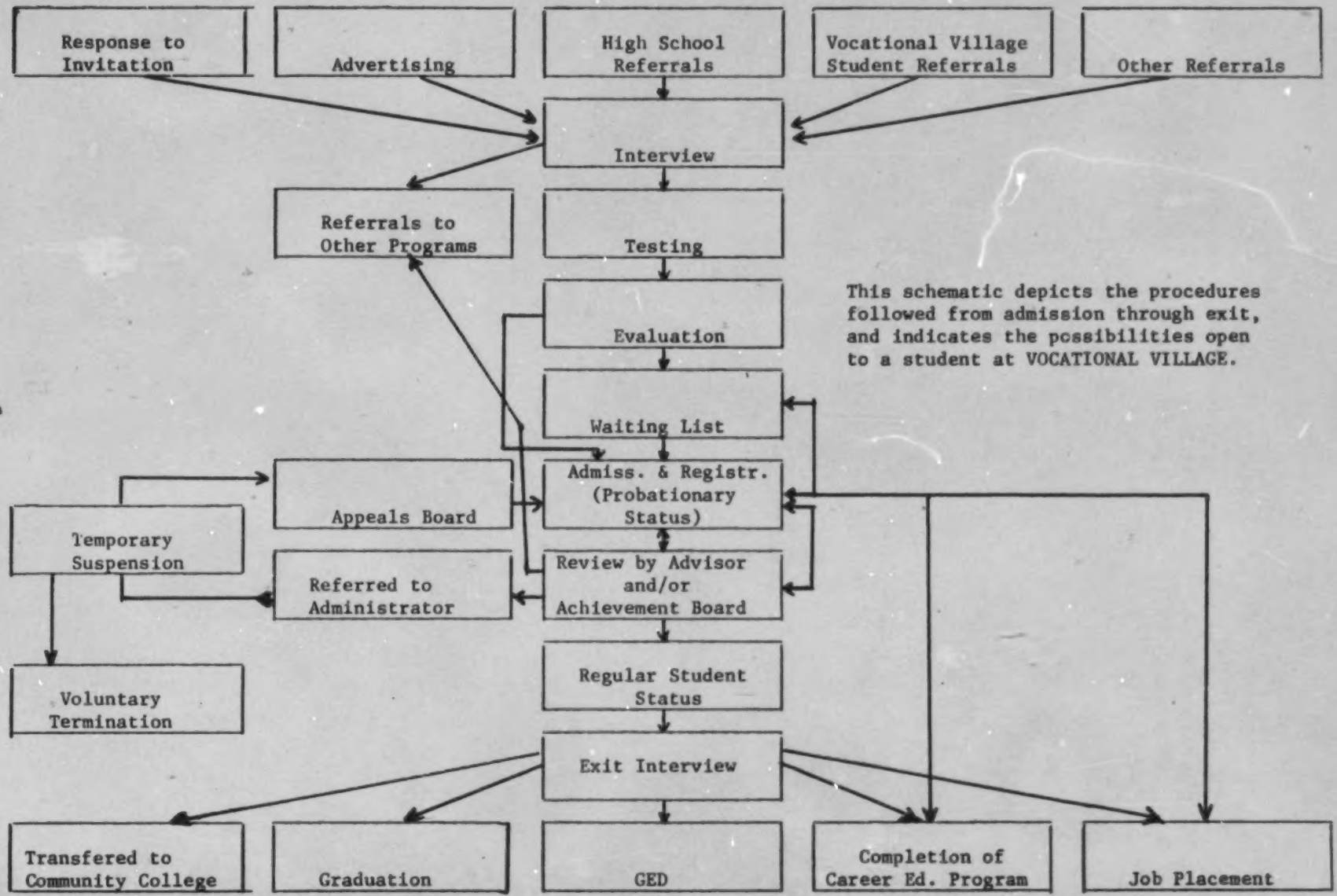
Registration procedures for summer and evening school follow the same procedure as registration for regular day school.

Followup of Student

If a new student fails to appear for registration at Vocational Village, an effort is made to contact the student to determine the reason. If no positive action can be taken to complete the registration within thirty days, the applicant's interview record is placed in the inactive file.

VI.

OPEN ENROLLMENT PROGRAM — STUDENT INTAKE PROCESS



This schematic depicts the procedures followed from admission through exit, and indicates the possibilities open to a student at VOCATIONAL VILLAGE.

3.2 REGISTRATION

3.2.2 Current Students and Re-Enrollees

At the end of each six-week period, current students are reregistered. The purpose of the six-week reregistration is to allow current students to meet with their advisors and adjust their schedules if needed, note changes of addresses and telephone numbers and collect delinquent registration fees. Each student is interviewed by the Work Experience Coordinator to clarify job status.

Advisor/Advisee Conferences

The following are completed during the conference:

1. Check the record of accumulated credits (including credits earned to determine

   a. progress of meeting the required minimum competencies in basic education
   b. progress of meeting the minimum career education competencies

2. Establish a tentative class schedule

3. Set an appointment to register

4. Complete any change of career major

Registration

When the student arrives at the scheduled time:

1. Appointment time is verified and the student is issued a registration instruction sheet

2. Picture of the student is taken for records department, if one is not on file

3. Registration information is checked:

   a. registration forms
   b. registration fees
   c. advisor verified

Work Experience

The employment questionnaire checked for:

a. Social Security number
b. current employment
c. classification of work experience

Meet With Advisor

During the meeting:

1. Advisor checks registration information for accuracy

2. The student obtains class vacancy cards, completes them and returns them to the Records Clerk

3. The student fills out High School Program Cards

4. Advisor collects High School Program Cards and initials Registration Instruction Sheet

5. Student leaves with Attendance Secretary (receptionist) the properly checked Registration Instruction Sheet and all other forms properly completed

Re-Enrollees (previously dropped)

The Records Office is checked to see if the re-enrollee has previously been dropped from school. Re-enrollee is referred to the Appeals Board or Achievement Board, if needed.

If re-admitted, student will be required to:

1. Abide by a performance agreement acceptable to the advisor, including the number of Job Sheets to be completed per day

2. Be on probation, not to exceed six weeks, with staff informal review every two weeks

3. Have no unexcused absences and no more than three excused absences during the six-week probationary period

4. Complete all entrance requirements of the school

The student follows the procedure of registration outlined under "Registration of Current Students."

Summer School and Evening School

Registration procedure for summer and evening school follows the same procedure as registration for regular day school.

Class Transfer

A student may need to change his class schedule before a six-week term is up. This situation may occur if he completes a credit in one of his classes or if his career goals change. If a change is necessary, the student will meet with his advisor after school to complete the necessary procedures of filling out new forms.

Follow up of Student

Previously enrolled students who fail to reregister are contacted. If they do not appear after being contacted, they are temporarily suspended from the program.

3.3 REPORTING OF ACHIEVEMENT

Student achievement is reported for each enrollment period. The office clerical staff prepares an Achievement Report for each student enrolled at Vocational Village, including:

1. Name of student
2. Advisor team
3. Student's enrollment period (using the date the individual student enrolled)
4. Class schedule

   Career major/period #
   Basic education classes/period #
   Elective classes/period #

The Achievement Reports are divided into seven career areas and copies are sent to the respective career education advisor/instructor.

The career education advisor/instructor records:

1. Student progress

   Unsatisfactory
   Satisfactory
   Commendable

2. Days attended (number of days the student was in the particular class) or days absent (number of days the student was absent from the particular class)
3. Date
4. Signature

The career education advisor/instructor forwards all reports in the envelope provided to the basic education area. Each basic education instructor:

1. Looks through the entire group of Achievement Reports and records:

   Student progress
   Days attended or days absent
   Date
   Signature

These are circulated to each basic education instructor for completion and then returned to the career education advisor/instructor.

The career education advisor/instructor sorts all of the Achievement Reports still needing signatures and forwards them to the respective elective instructors, i.e., arts and crafts, home economics.

Elective instructors record:

1. Progress
2. Days attended or days absent
3. Date
4. Signature

Achievement Reports then are returned to the career education advisor/instructors, who will:

1. Alphabetize the entire stack of Achievement Reports
2. Check to make sure there is a report for each advisee
3. Deliver original copies to the attendance secretary in the front office and retain carbon copies

The attendance secretary will:

1. Scan all of the Achievement Reports for errors
2. Insert Achievement Reports in envelopes and mail them

ACHIEVEMENT REPORT

Student _____ 1st ENROLLMENT PERIOD

Advisor Team _____ From: _____

Career Major _____ To: _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

CLASS _____ COMMENTS: _____

Progress _____ _____

Attended _____ Absent _____ _____

Date _____ Teacher's Signature _____

(over)

If you have questions regarding this ACHIEVEMENT REPORT, please call the student's advisor (234-6604) at Vocational Village.

Parent/Guardian Acknowledgement:

Comments: _____

_____

_____

_____

_____

_____

_____

_____

Parent's/Guardian's Signature _____

Please return to the Village by return mail or the student at your earliest convenience.

VOCATIONAL VILLAGE
5040 S. E. Milwaukie
Portland, Oregon 97202

3.4 PROGRAM COMPLETION

3.4.1 Graduation Requirements

Since students work individually at their own rate, graduation requirements may be met at any time during the school year. Diplomas are issued at the annual commencement in May. Letters of graduation are written for students who graduate before the diploma issuance in the spring.

Students who have successfully completed graduation requirements (must be within two credits of completing requirements) or have earned a G.E.D., may participate in the commencement exercises.

Students who have not completed graduation requirements will submit a graduation completion contract.

Students who have earned competency certificates in a vocational course receive recognition in the graduation ceremony.

Current Graduation Requirements

Students graduating from Vocational Village must complete the following:

1. State and district high school graduation requirements

English	3 credits
Social Studies	3 credits
Physical Education	1-1/2 credits
Health	1/2 credit
Science	1 credit
Mathematics	1 credit
Electives	9 credits
Total	19 credits

2. Vocational Village High School graduation requirements

A single career/vocational area	4 credits
English	3 credits
Social Studies	3 credits
Physical Education	1-1/2 credits
Health	1/2 credit
Science	1 credit
Mathematics	1 credit
Electives	5 credits
	19 credits

Four credits must be earned in a single career/vocational area. One of these may be work experience in a career related job.

Not more than four credits of work experience are applied to the credits necessary for graduation. Two additional credits may be earned by special permission of the Director by attending summer school for two summers and working at an approved work training station.

Vocational Village graduates must demonstrate basic literacy by passing the California Achievement Test with at least 8.0 grade level. An exiting test must be taken thirty days prior to graduation.

Graduation Requirements Effective by 1978

Each student is required to earn a minimum of 21 units of credit in grades 9-12.

Credits shall be earned in the following required areas of study:

Communication Skills	3 units of credit
Mathematics	1 unit of credit
Social Science	1 unit of credit
Citizenship Education	1 unit of credit
Laboratory Science	1 unit of credit
Health Education	1 unit of credit
Physical Education	1 unit of credit
Personal Finance	1 unit of credit
Career Education	4 units of credit
Electives	7 units of credit

The district school board may establish additional credit requirements beyond the minimums listed.

Each student's transcript of record shall indicate the degree to which he or she has demonstrated the knowledge and skills necessary to function in the following areas:

1. Personal Development--each student shall demonstrate competencies necessary to:

   a. Read, listen, analyze, speak and write
   b. Compute, using the basic processes
   c. Understand basic scientific and technological processes
   d. Develop and maintain a healthy mind and body
   e. Develop and maintain the role of a lifelong learner

2. Social Responsibility--each student shall demonstrate the competencies required to function effectively and responsibly as a:

   a. Citizen in the community, state and nation
   b. Citizen in interaction with his or her environment
   c. Citizen on the streets and highways
   d. Consumer of goods and services

3. Career Development--each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations

   The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

Vocational Village is attempting to adopt these new state requirements as soon as possible to upgrade the quality of graduates and give them a more meaningful education.

3.4 PROGRAM COMPLETION

3.4.2 Preparation for Commencement

Preparation for graduation and commencement begins early in the school year. Advisors play a very important role in preparing students for completion of graduation requirements and in the organization of the graduation ceremony.

A tentative list of students who might possibly graduate by the end of summer school is sent to the Instructional Support, Career Education no later than February 1. Additions and deletions may be made up to April 1. Students who are within two credits of graduation by May 1 and who are sufficiently motivated to complete the required credits may be placed on the final graduation list and participate in commencement exercises.

Below is a timeline for advisors to follow in preparation for commencement.

December 1	Tentative list of students with four credits or less to earn submitted to the chairman for graduation.
February 1	First graduation list submitted to: Instructional Support, Career Education, Senior Committee selected to aid in commencement planning. (Senior luncheon, cap and gown selection, pictures, student ceremony participation)
March 1	Orders placed for cap and gown with graduation chairman. Jewelry, announcements, keepsakes, etc., ordered through the school store.
April 1	All additions and deletions to graduation list sent to Administrative Assistant, Instructional Support, Career Education.
	Testing begun; to be completed by May 1.
April 20	All testing completed.
	Appointments scheduled between student/advisor and records clerk to confirm credits; to be completed by May 1.
May 1	Graduation list finalized by records clerk.
May 15	Commencement programs printed by A.V. aide.

Because students complete graduation requirements throughout the year, the guidelines below will aid in completing steps for graduation clearance.

1. Schedule testing

2. Verify credits with records clerk

3. Circulate graduate's clearance list

3.4 PROGRAM COMPLETION

3.4.3 G.E.D.

Students who do not complete Vocational Village graduation requirements may elect to take a G.E.D. test to receive a high school equivalency diploma from the State of Oregon. School facilities may be used to aid the student in studying for the G.E.D. examination.

Students must successfully complete the G.E.D. testing prior to May 1 to be invited to participate in commencement exercises.

3.4 PROGRAM COMPLETION

3.4.4 Career Education Certificate

The career education certificate of competency is an important award for the completion of special skills in career education classes. The award can be used as a reference in job placement to indicate areas of competencies.

The career education certificate is initiated by all career education instructors. A standardized certificate is used and is available from the audiovisual room.

GRADUATION

The following letter is sent to graduates to alert them and their parents of coming events and deadlines.

V O C A T I O N A L V I L L A G E
Portland Public Schools
5040 S. E. Milwaukie
Portland, Oregon 97202

Date:_____

Dear (Graduate):

Your advisor has indicated that you are nearing completion of your program at Vocational Village and should be one of our "winners" who will participate in our graduation ceremonies on (Day), (Month) (Date).

We are proud of you and hope that you will keep up the good work. Keep in constant check with your advisor to make sure that you will have all your credits completed before May 1. You should also check with _____ concerning you final teating before graduation.

_____ is in charge of the graduation this year. Please see her/him concerning caps and gowns, graduation announcements, fees, etc.

Congratulations!

Ronald L. Thurston
Director

RLT/ej

GRADUATION

The following letter of graduation is sent to students who graduate before the release of diplomas in May of each year. (This is written on the Vocational Village letterhead)

TO WHOM IT MAY CONCERN:

This letter is to acknowledge that _____(Graduate)_____, a student in good standing at Vocational Village, has completed all of the requirements as prescribed by the Portland Public Schools and the State Board of Education for completion of a high school program.

_(Graduate's first name)_____ will receive a diploma at our formal commencement in June 197____.

Very truly yours,

Ronald L. Thurston
Director

RLT/ej

G. E. D. graduates receive diploma binder with the following note inserted.

GRADUATION

CONGRATULATIONS ON PASSING THE G. E. D.

(If you have not received your certificate you will be receiving it in the near future from the G. E. D. testing center.)

- -

Students who participate in graduation ceremony (within two credits of graduation), but have not completed graduation requirements, receive the diploma folder with the following note inserted inside.

CONGRATULATIONS

(Our records indicate you need _____

_____

to complete graduation requirements.)

Upon completion of these requirements you will receive your official diploma.

3.4 PROGRAM COMPLETION

3.4.5 Followup

At the end of each school year, the admissions office surveys all students who have graduated, passed the GED or completed all career education competency requirements for an entry level job.

A followup form is used to gather information required by Area III, Portland School District No. 1, the Oregon State Board of Education and the federal government. It also is designed to gather information concerning the effectiveness of the Vocational Village program.

Information gathered in the followup survey is compiled each fall by the admissions office. Reports are issued on students who graduated and those who left the program prior to completion.

VOCATIONAL VILLAGE - - 5040 S. E. Milwaukie Avenue - - Portland, Oregon 97202

F O L L O W U P F O R M

Dear _____

Vocational Village is constantly striving to improve its instructional program. In order for us to accomplish this task we need your assistance. As a former student you know what our program is like and where our strengths and weaknesses lie. Therefore, you can contribute valuable information that will benefit our program.

We would appreciate the completion and return of the following form at your earliest convenience. We appreciate your help.

Thank you,

Name _____ Race: _____ Age: _____

Questions:

_____ 1. Mark in the blank to the left the number from the list below which best indicates your present status:

(1) student
(2) working and going to school
(3) military
(4) employed (includes self-employment)
(5) looking for work
(6) married
(7) other, specify _____

_____ 2. How far did you have to move after leaving high school to engage in the activity checked above?

(1) did not move
(2) less than 50 miles
(3) between 51-100 miles
(4) between 101-200 miles
(5) between 201-300 miles
(6) over 300 miles

_____ 3. How related is your present course of study or occupation to the training you received in high school?

(1) completely unrelated
(2) slightly related
(3) highly related
(4) please specify your Career Cluster at Vocational Village _____

_____ 4. Who had the greatest effect, while you were in school, upon your choice of employment and/or educational program after leaving high school?

(1) school counselors
(2) vocational/cluster teachers
(3) fellow students
(4) private employment agencies
(5) state employment agencies
(6) teachers other than vocational cluster teachers
(7) parents
(8) spouse
(9) local businessmen/employers
(10) other, specify _____

_____ 5. If you could improve the services which you received at Vocational Village, which of the areas would you change, and how?

_____

_____

1/1/74

Continued

____ 6. If you are employed, specify the career area of employment:

_____

____ 7. If your present employment is not related to the career area you were trained for in high school, or you are unemployed, indicate the primary reason from the list below:

(1) tried, but could not find a job in that career or occupational field
(2) was not accepted in the apprentice program
(3) did not feel sufficiently qualified in the field I studied
(4) found that I did not like the type of work found in that career area
(5) found out that pay was too low in jobs for which I qualified
(6) better employment came along before I found employment in my career area
(7) never really planned to work in my career area
(8) did not prepare for a specific career
(9) other, specify _____

____ 8. Which of the statements below best describes your feelings about your job?

(1) I like my present job and intend to keep it.
(2) I am satisfied for the moment but I would like to find a better job.
(3) I am very unhappy with my present job.

____ 9. If you are currently attending a school or college please indicate the type of school and your major field by checking the appropriate school from the list below:

(1) Oregon State System of Higher Education
(2) Oregon Community Colleges
(3) Oregon Private Vocational Schools
(4) Oregon Independent Colleges
(5) Out-of-State Public
(6) Out-of-State Private
(7) Other _____
Major: _____

____ 10. If you are presently attending school, indicate from the list below, the primary reason for attending:

(1) to satisfy my family
(2) to prepare for a career
(3) to become a better citizen
(4) to become a more cultured person
(5) I don't know what else to do
(6) other, specify _____

____ 11. If you left high school prior to graduating, please indicate your primary reasons for leaving:

(1) decided to look for a job
(2) already had a firm job offer
(3) needed a job to support family
(4) parents did not object
(5) grades were below average
(6) counselor advised leaving school
(7) vocational teacher advised leaving
(8) other teacher advised leaving
(9) left to enter military
(10) school requested that I leave
(11) other, specify _____

LW/lp 1/1/74

4.0 STAFF

4.1 CODE OF PROFESSIONAL ETHICS

Preamble

We, professional educators of Vocational Village, affirm our belief in the worth and dignity of man. We recognize the supreme importance of the pursuit of truth, the encouragement of scholarship, and the promotion of democratic citizenship. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. We affirm and accept our responsibility to practice our profession according to the highest ethical standards.

We acknowledge the magnitude of the profession we have chosen, and engage ourselves, individually and collectively, to judge our colleagues and to be judged by them in accordance with the applicable provisions of this code.

Principle I

Commitment to the Student. We measure success by the progress of each student toward achievement of his maximum potential. We, therefore, work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we

1. Deal justly and considerately with each student.
2. Encourage the student to study varying points of view and respect his right to form his own judgment.
3. Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, and is in accordance with the law.
4. Make discreet use of available information about the student.
5. Conduct conferences with or concerning students in an appropriate place and manner.
6. Refrain from commenting unprofessionally about a student or his home.
7. Avoid exploiting our professional relationship with any student.
8. Tutor only in accordance with officially approved policies.
9. Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.
10. Seek constantly to improve learning facilities and opportunities.

Principle II

Commitment to the Community. We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we

1. Share the responsibility for improving the educational opportunities for all.
2. Recognize that each educational institution may have a person authorized to interpret its official policies.
3. Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.
4. Use educational facilities for intended purposes consistent with applicable policy, law and regulation.
5. Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.
6. Protect the educational program against undesirable infringement.

Principle III

Commitment to the Profession. We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We, therefore, exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations.

In fulfilling our obligations to the profession, we

1. Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.
2. Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.
3. Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new in their positions.
4. Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.
5. Keep the trust under which confidential information is exchanged.

6. Make appropriate use of time granted for professional purposes.
7. Interpret and use the writings of others and the findings of educational research with intellectual honesty.
8. Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.
9. Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.
10. Respond accurately to requests for evaluations of colleagues seeking professional positions.
11. Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.

Principle IV

Commitment to Professional Employment Practices. We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we

1. Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.
2. Give prompt notice of any change in availability of service, in status of applications, or in change of position.
3. Conduct professional business through the recognized educational and professional channels.
4. Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.
5. Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.

4.2 STAFF IMPROVEMENT

Each instructional staff member is expected to develop his own objectives for improvement. Each teacher will be expected to analyze his strengths and weaknesses and submit a plan for improvement prior to the beginning of each new school year.

Plans for self-improvement will be developed primarily during the annual staff summer workshops. The following questions are presented as guides to staff development.

In General applies to all instructors
Specifics pertain to vocational instructors
Advisors pertain to all instructors who have advisees
Work Experience applies to the Work Experience Coordinator
Admissions and General Counseling pertains to Admissions Counselors

In General

1. To what extent does your instructional program provide for personalized and interdisciplinary instruction?

2. To what extent have you been updating and expanding the content of your instructional units? Yesterday? Today? Tomorrow? Are your competencies identified and clearly defined based on the new guidelines of the State Department of Education?

3. Are your units of instruction based on what we are trying to get the student to accomplish? What is the student supposed to do to show he has accomplished what you wanted him to do?

4. Does your instructional program reflect student competencies in contrast to "teaching activities"? In other words, what evidence do you have that your students are learning worthwhile skills in contrast to being engaged in activities and exercises with no accoutability?

5. Can you show evidence that your instructional program allows for the various differences of students (levels, interest areas, pace, etc.)?

6. Is each of your students assigned "learning packages" or an individual program based on currently declared goals? Are all of your students involved in meaningful activities?

7. Are the supportive materials used in your instructional area current and relevant to the competencies required of your students?

8. Does your instructional area and curriculum reflect your ability to organize and plan (equipment, supplies, books, furniture, etc.)?

9. Are you keeping current in your subject matter area including methods of teaching?

10. Do you develop in your students a desire to do their best? Do you create an atmosphere of warm human relations in the classroom?

11. Do you have the foresight to anticipate difficulty with pupils and use the appropriate skills to avert problems?

12. Are you demonstrating emotional and physical suitability for teaching and mature objectivity in relationships with pupils, staff and the school patrons?

13. Are you demonstrating interest and enthusiasm in working with students and in carrying out your other professional tasks?

14. Do you have a formal plan for professional growth?

15. Are you involved in community activities that are beneficial to pupils and to the school?

16. Are you actively involved in the many general activities that lead to efficient building management? Are your contributions seen and felt by pupils, the staff and the Director?

17. Are you a positive and warm person that has good rapport with parents, pupils and coworkers?

18. Can you indicate the success of your instructional program and substantiate with statistical data (pretests and posttests results for each competence completion)?

Specifics (Occupational Cluster Education)

1. Are you completely familiar with the State Occupational Cluster Resource and Guideline Manual put out in your particular area?

2. Can you show evidence that you have developed a cluster occupation program based on State guidelines?

3. Can you show evidence you have sought and received advisory help from business and industry in the development of your "cluster programs"?

4. Can you show evidence your equipment and materials are relevant to your instructional program?

5. Are all of your students engaged in activities that are a part of a plan based on occupational analysis (what will be required on a job)? Can you at any given time produce a particular student's plan and show that the activities he is engaged with are related to a particular competency relevant to his goal?

6. Is your area managed in a way that is conducive to the practices and procedures conducted in related business and industry?

Advisors

1. Do you know your advisees? What do you know about your advisees that gives you the competence to help them? Within your advisor team are you doing your fair share?

2. What are you doing and how have you organized your time to guarantee your advisees have access to your services pertaining to:

   a. Student grievances
   b. Program changes
   c. Communication and rapport
   d. Consultation and advice
   e. Achievement
   f. Discipline
   g. Other

3. Are you maintaining your own set of records pertaining to the above as supportive data for future decisons?

4. Are your advisees aware of your accessibility?

5. Are your students kept aware that in grievance situations your final decision affecting them can be appealed to me directly?

6. Do all of your advisees have updated goals on file?

7. Are you familiar with each of your advisees' schedules? Are you exercising initiative in encouraging teachers to communicate with you periodically as it affects your advisees? What procedures are you using and how have they proven effective?

8. Are you exercising your responsibility for encouraging students to improve their behavioral patterns when it becomes apparent that their appearance, attitude or conduct are not acceptable?

9. Are your advisees maintaining reasonable attendance? Are you in frequent communication with the parent and pupil when attendance or achievement need improvement?

Work Experience

1. Are work stations selected and approved on the basis of:

   a. Employer agreement with the educational value of providing work experience for the pupil?
   b. Employer knowledge of the intent and purpose of the cooperative work experience education program?
   c. Reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled?
   d. Adequate equipment, materials and other facilities to provide an appropriate learning opportunity?
   e. Overall desirable working conditions which will not endanger the health, safety, welfare or morals of the pupils?
   f. Adequate supervision to ensure planned activities and maximum educational benefit to the student?
   g. Adequate compensation insurance?
   h. Accurate records of the pupil's attendance?

2. Are adequate records kept of:

   a. The type of work experience in which each pupil is enrolled, where he is employed and the type of job held?
   b. Issuance of a permit, if applicable?
   c. Attendance and performance on the job?
   d. Observation of the pupils?
   e. Consultations with employers?
   f. Student's Social Security number?
   g. Evaluation of each pupil's job performance?
   h. Training conditions and agreement?

3. Are annual followups conducted on all graduates relating to their employment status?

4. Is the program adequately supervised and students coordinated on the job by:

   a. On-the-job observation of the pupil and consultation with employers at least monthly?
   b. Individual consultations with students?
   c. Consultation with the student's advisor concerning his achievements in school and on the job?
   d. Evaluation of the student's work both on the job and in class?

5. Is there a workable plan involving Career Education cluster instructors in the employability and employment of their students?

Admissions and General Counseling

1. Is the procedure for admitting students to Vocational Village adequate? How can it be improved?

2. Are procedures documented and understood by all staff? Are they understood by outside school administrators and other agencies?

3. Are records being kept on all prospective students and students who have received services other than regular enrollment in school (referrals, testing, counseling, etc.)?

4. Are all students formally introduced to their advisors and given proper orientation to Vocational Village?

5. Do potential advisors and advisees have a chance to accept or reject each other with cause?

6. Is there a procedure for keeping the distribution of advisees reasonably equal among the advisors?

7. Does the intake of students correspond with the availability of space? Is a minimum acceptable enrollment maintained in each class?

8. Are we attempting to "sell" those programs that are consistently low in enrollment? Are students being recruited in these specific areas (school counselors, administrators, agency representatives, case workers, etc.)?

9. Are adequate individual records available that reflect admissions, philosophy and procedures? Do these records include:

   a. Student's goals upon admission?
   b. Probationary steps and agreement to assure close contact with advisor in the initial period at the Village?
   c. Conduct and personal appearance agreement?
   d. Social Security number (all students will have a S.S. # or will apply upon registration at Vocational Village)?
   e. Job preference?
   f. Graduation status (transfer credits) and estimated completion date (explain job sheet concept)?
   g. General welfare status and application?

      (1) Meals
      (2) Bus tickets
      (3) DVR
      (4) Tuition waiver

10. Does a "brief" which is interesting to the student, to the point and attractive, describe and "sell" each occupational program?

11. Are continuing records maintained on students regardless of their status (admission, dropped with intention to return, transferred, deceased, readmission, second readmission, third, fourth, etc., dropped with a reason for not returning, etc.)?

12. Are documented interviews conducted and are records maintained on students who exit the program? What was their status when they were admitted? What was their status at the time they left?

13. Is data being gathered to find out more about the school, students and community? (Who are our resources? How is our program serving the public? What are the expectations of our students? What are the variables that are leading us to win with some pupils? What are those that are causing us to lose with others? What are the causes and affects of over enrollment? Why are black enrollments and retaining factors extremely sporadic?)

14. Are the Admissions people keeping abreast of other educational alternatives that may better serve our pupils?

15. Is the Admissions staff upgrading their knowledge and skill by studying other programs in the community and reading current work on counseling practices appropriate to our program?

Planning Methods

Following are methods which can be used in preparing a plan for improvement.

1. Attend a specific inservice class to update knowledge of a particular subject

2. Develop and submit for approval by the Director a lesson plan format that can be used effectively by a substitute teacher

3. Secure opinions from students regularly regarding ways in which respect and consideration have or have not been shown

4. Organize a student committee to recommend ways in which students might improve their own self management and control

4.3 STAFF RESPONSIBILITIES

4.3.1 Administrative Staff

The administrative staff consists of a Director, an Administrative Assistant, an Evening School Supervisor, Admissions Counselors, Work Experience Coordinator and Testing Coordinator.

Director

The Director is the chief administrator of Vocational Village and reports to the Area III Superintendent. He is responsible for the total operation of the school. He has exclusive authority for:

1. Management and operation of Vocational Village including evening and summer school
2. Curriculum development, staff development and program evaluation
3. Preparation and administration of the annual budget for the school
4. Interpreting to the community the purposes and accomplishments of Vocational Village
5. Working with advisory committees representing business, industry and other citizens of the community
6. Evaluating performance and effectiveness of staff members
7. Interviewing and recommending applicants for Vocational Village positions
8. Developing dynamic programs to prepare dropout youth for successful employment

Administrative Assistant

The Administrative Assistant assumes complete charge of the school and all personnel when the Director is absent. He has the following regular duties and responsibilities:

1. Supervision of all classified employees
2. Student discipline
3. Building management
4. Student services
5. Work experience
6. Assisting the Director in carrying out all other areas of his responsibility, including teacher inservice and supervision, curriculum development, program evaluation and fiscal planning.

Evening School Supervisor

The Evening School Supervisor is responsible to the Director and his Administrative Assistant. He has the following regular duties and responsibilities:

1. Complete charge of the Evening School and all personnel when the Director and the Administrative Assistant are not in the building
2. Supervision of the evening staff
3. Evening School student discipline
4. Building management during Evening School
5. Building security at closing of school each day
6. Admissions Counselor functions afternoons and evenings
7. Assisting the Director and Administrative Assistant in all other areas of their responsibilities, including teacher inservice and supervision, curriculum development, program evaluation and other duties as required.

Admissions Counselors

The Admissions Counselors are responsible to the Director and Administrative Assistant. They have the following regular duties and responsibilities:

1. Interviewing of all prospective students to:

   a. Insure they meet the district's requirements as to residence, transferability and having been excused to attend Vocational Village

   b. Determine their attendance at a regular high school, reasons for wanting to attend Vocational Village, and identify students who should be admitted

   c. Discourage students who are just trying to avoid attending school and being required to follow rules and regulations

2. Orientation of new students by:

   a. Giving them a tour of the school

   b. Giving them a Student Handbook to read

   c. Testing their knowledge of the Handbook before entry

   d. Explaining any details of the school which the new student misses on the test

e. Being sure each student has the following before the day of registration:

$10.00 registration fee
Test scores
Social Security number
Career education selection

3. Student discipline including:

a. Responsibility for student attendance

b. Referral of serious breaches of school rules and regulations to the Administrative Assistant

Work Experience Coordinator

The Work Experience Coordinator is directly responsible to the Administrative Assistant. He has the following regular duties and responsibilities:

1. Cochairman of the Work Experience Council

2. Setting up work training stations for certified cooperative work experience students

3. Maintenance of records and award all work experience credits

4. Placement of qualified cooperative work experience students in entry level career related jobs

5. Evaluation of student progress on certified cooperative and cooperative jobs

6. Maintenance of a general work experience file of jobs suitable for Vocational Village students that will not interfere with their education

7. Supervision of all student employees hired to perform tasks at the school

8. Supervision of student payroll

Testing Coordinator

The Testing Coordinator is responsible to the Administrative Assistant. The Coordinator's responsibilities are:

1. Test all new students prior to their entrance into the Vocational Village program; retest all students prior to completion of graduation requirements

2. Provide each advisor team with test scores prior to the new student's entrance into the Vocational Village program

3. Provide English, Reading and Mathematics instructors with notebooks containing all students' current test scores

4. Maintain a rotary card file of all student test scores

5. Correct and score all tests

6. Arrange for students to take special tests such as the General Achievement Test Battery, when requested by advisors

7. Send copies of all tests to the Records Office for filing in student folders

4.3 STAFF RESPONSIBILITIES

4.3.2 Instructional Staff

Vocational Village calls for a teacher who is dedicated wholly to teaching, who is first concerned about the student, and who is especially concerned about the student who has known little but failure in education.

The school, which is a converted warehouse, offers a unique opportunity for teachers to work with disadvantaged and handicapped students at their own ability levels and within the confines of their cultural environments. Teachers are expected to work with a student in terms of that student's individual needs to equip him with an employable competency rather than to prepare him for strictly academic pursuits.

A pilot teacher evaluation project in Portland provides the following criteria for teacher performance.

Professional Preparedness and Growth

1. Instruction reflects appropriate and up-to-date methodology
2. Instruction reflects adequate and up-to-date knowledge of subject
3. Works to improve professional skills and knowledge
4. Bases professional growth program on priority needs identified through cooperative planning with principal or his designee

Planning

1. Has lesson plans that a substitute teacher can clearly understand and use
2. Can clearly communicate the way any instructional activity relates to the goals of the course of instruction

Principles of Teaching-Learning

1. Shows respect, consideration and fairness for students
2. Meets needs of students with special interest, abilities and learning problems
3. Gives students personal help and positive reinforcement
4. Challenges students to think and to express their thoughts clearly and responsibly
5. Helps students set achievement expectations and evaluate their own progress
6. Makes it clear to student what they are learning and why

Organization and Control

1. Helps students achieve self control and management
2. Handles classroom incidents and emergencies effectively
3. Secures purposeful participation of students
4. Makes appropriate referrals of students needing special help

Logistics and Physical Environment

1. Procures and uses such materials and equipment as are appropriate and available in the school and district
2. Arranges seating and working areas appropriately for the kinds of learning planned (to degree teacher can influence)
3. Has aesthetically pleasing room (to degree teacher can influence)
4. Keeps room properly lighted, ventilated and free of hazards to health and safety (to degree teacher can influence)
5. Takes proper care of facilities and equipment

Use of Resources

1. Uses library, media, students and personnel of the school and school system as learning resources
2. Uses natural and human resources of the community as learning resources
3. Uses cultural and business-industrial resources of the community as learning resources

Evaluation

1. Maintains and uses cumulative records of student progress in planning instruction
2. Uses tests and other evaluative information in planning instructional units and after instruction to determine if goals have been met
3. Consults principal, specialist, other teachers in the school and students in evaluating own plans, methods and results
4. Uses instruments and methods that effectively measure the students' attainment of learning goals

5. Makes clear to students how success in learning will be judged

6. Communicates effectively with parents and students regarding student achievement, behavior and attendance

Organizational Responsibilities

1. Cooperates with and supports other faculty members

2. Observes the spirit and intent of rules and regulations of the school and school system

3. Provides complete and accurate data to the school, area and District as requested for management purposes

4. Directs criticism of the District, area and school through appropriate authority and in constructive form

5. Assumes necessary noninstructional responsibilities

6. Does not contradict the educational goals of the school in public and social conduct

4.3 STAFF RESPONSIBILITIES

4.3.3 Teacher Aides

Teacher aides are utilized in a variety of roles to assist the instructional staff.

Attendance Clerk

The Attendance Clerk is responsible to the Administrative Assistant and performs clerical duties in connection with recording and reporting attendance. The clerk answers incoming phone calls and refers them to the proper person, acts as receptionist and assists students.

Clerical duties performed in connection with attendance office responsibilities are:

1. Prepare and maintain time cards for all students
2. Maintain a daily record of attendance; list callin absentees
3. Maintain and keep current an accurate card file of students attending Vocational Village and all students who have left Vocational Village
4. Maintain a class schedule card index for all students
5. Prepare and mail drop letters
6. Prepare attendance reports for administration and staff
7. Prepare the monthly attendance report and send it to the Administration Building by the date specified

Receptionist duties are:

1. Receive and route callers
2. Answer telephone, screen calls, route calls, page staff and take messages

Evening School Secretary

The Evening School Secretary is responsible to the Evening School Supervisor and the Administrative Assistant.

The Secretary:

1. Performs attendance clerk duties for Evening School

2. Acts as receptionist and answers the telephone during Evening School hours

3. Performs secretarial work for the Evening School Supervisor

4. Does secretarial and clerical work as assigned by the Administrative Assistant and other staff members to assist the secretarial staff and instructors

Audio/Visual Technician

The technician must be able to operate the offset duplicating machine, collating equipment, film projectors and slide projectors; be able to select the best method of duplicating materials and drive the school van.

Responsibility for audiovisual equipment include:

1. Maintaining an inventory of all audiovisual equipment in the building

2. Maintaining a responsibility list for all equipment not in possession of the audiovisual laboratory

3. Maintaining a check out and check in list of equipment teachers borrow from lab

4. Maintaining all equipment in proper working order by having it repaired when needed

5. Reporting any broken or missing equipment immediately to the Director

6. Having knowledge of proper operations of all audiovisual equipment to be able to instruct teachers and others in the proper operational and care procedures

7. Keeping adequate supplies of bulbs, tapes, etc. to maximize use of the equipment

Responsibility for correct and proper duplicated material include:

1. Duplicating the correct number of copies in order of priority

2. Guarding against misuse of service by avoiding the duplication of unappropriate material
3. Not violating the copyright laws (under 50 copies and discourage even this)

4. Assembling duplicated material in the form requested (booklets, packets, etc.)

5. Selecting the best method for duplication of any and all materials

Responsibilities for driving the school van are:

1. Provide messenger service to Area III, Central Administration Building, and other places as needed

2. Manage a schedule to expedite requisitions when needed

Records Clerk

The Records Clerk is responsible to the Administrative Assistant and is in charge of all student confidential records. Specific duties are:

1. Request transcripts and cumulative file folders from previous high schools for students coming to Vocational Village

2. Send transcripts and cumulative file folders, upon request, to schools where previous Vocational Village students transfer

3. Maintain records for each student, recording all vital and necessary data on the student's official record form

   a. California Achievement Test battery scores
   b. Credits earned at Vocational Village

4. Verify credits of students to ensure they meet state, local and Vocational Village graduation requirements

5. Confer with student on information about credits

6. Protect student information by allowing only those who need specific information in accordance with the performance of their duties to use the official record of student

7. Perform duties for Registration as assigned

Work Experience Clerk

The Work Experience Clerk works half-time for the Work Experience Coordinator and half-time for the Administrative Assistant. The clerk is responsible for typing, filing, taking dictation, telephoning and completing special projects.

Work experience duties include:

1. Routine clerical duties - typing, filing, and acting as receptionist--and maintaining all Work Experience records

2. Enrollment of students in the Work Experience program

3. Bulletin board display of jobs listed in newspaper

4. Teletypes student questionnaires

5. Computation of weekly Vocational Village student payroll

6. Weekly budgeting

7. Issuing credits through advisor teams to students in Work Experience program

Duties for the Administrative Assistant include:

1. Registration assistance as assigned

2. Other duties as assigned

4.3 STAFF RESPONSIBILITIES

4.3.4 Clerical Staff

Administrative Secretary

The Administrative Secretary is responsible to the Director and performs general secretarial duties plus the following special duties:

1. Maintain teacher confidential files and other classified files
2. Maintain files of information relating to district and Area III, and keep a supply of district standard forms as are required and necessary
3. Keep inventories of office supplies, orders supplies and assist others in ordering supplies and equipment

Bookkeeper

The Bookkeeper is responsible to the Director and systematically maintains an accurate accounting system of all transactions involving Vocational Village, using Portland Public School District guidelines. Specific duties are:

1. Accounts payable--write all small checks for expenditures
2. Accounts receivable--issue receipts and keep accurate records
3. Purchases--fill out all formal requisitions for supplies and equipment
4. Payroll for all Vocational Village employees--turn in all time to district payroll office
5. Student activity fund--maintain bank account and records
6. Records--reconcile bank statement and Vocational Village book to school district computer printout
7. Reports--put out monthly report of all expenditures by budget account number by 15th of the month

Typists -- Secretary and Clerk

Typists are responsible to the Administrative Assistant and are assigned by him to various staff members for whom special duties will be performed. Duties of both Secretary-Typist and Clerk-Typist are:

1. Type memos, Job Sheets and all assigned written communication from rough copy to final form for offset, mimeo or fluid duplicator

2. Proofread all work and correct spelling and grammatical errors

3. Maintain and operate fluid duplicator and mimeograph and order supplies

4. Help clerical staff on special projects as needed

5. Type all memos and letters for Career Education Advisory Committee

6. Assist instructors when needed

Duties of Secretary-Typist are:

1. Maintain inventory of equipment and supplies and order supplies

2. Log all jobs in typing pool and maintain records of job status

3. Telephone Career Education Advisory Committee members the day of their meeting

Custodian

The Custodian is responsible to the Administrative Assistant for:

1. All maintenance activity at Vocational Village

2. Ordering, storing and utilizing janitorial supplies

3. Daily sweeping, necessary mopping and general cleanup of offices, classrooms, restrooms, etc.

4. Periodic stripping and waxing of all floors

5. Moving and leveling table and chairs

6. Maintenance of exterior lawn, shrubs and general area adjacent to building

7. All minor maintenance duties defined in memo from Portland Public Schools - Harold Kleiner, October 15, 1973

8. Supervision of student custodial help

9. Nightly security check of building

5.0 FORMS

5.1.1 Interview Record

Purpose

Provide a record of initial interview

Procedure

Form is filled out by:

1. Admissions Counselor when prospective student visits Vocational Village and applies for admission to the program

2. Records office files interview--record in student's cumulative folder

5.1.1

VI.

VOCATIONAL VILLAGE

INTERVIEW RECORD

No._____
Major_____
Drop_____

Name_____ Date_____

Address_____ Phone_____

Age_____ Birthdate_____ S.S. #_____

Sex_____ Single_____ Married_____

Former school (s) and dates attended_____

_____

Reason for leaving: Suspended ☐ Expelled ☐ Excused ☐

Now attending school ☐ Name of school_____

Credits earned (approx.)_____

Living with whom?_____

Source of support: Parents_____ Guardian_____ Other_____

Reasons for applying at Vocational Village:_____

_____

_____

Work experience:_____

_____

Comments:_____

_____

_____

_____

_____

Check list:

GATB_____ _____

Other testing_____ Maturity_____

School excuse_____ Attitude_____

Social Security No._____ Grooming_____

Interviewer_____
Signature

1/2/74

5.1.2 Registration Instruction Sheet

Purpose

Registration of students at the beginning of each six-week period

Procedure

1. The Instruction Sheet is handed out to students as they come to register
2. The students carry the Registration Instruction Sheets with them gathering the required signatures
3. This form is left at the door when students leave the building
4. To be filed in students file folder

5.1.2

VOCATIONAL VILLAGE REGISTRATION

Name_____ Advisor_____ Date_____

Address_____ Zip Code_____ Telephone_____

	✓ Check	(Signature Column for faculty use)
PICTURE TAKEN _____		
1. REGISTRATION - TABLE #1 Check registration forms, check fees, Assign advisor if needed, Register automobile	a. ____ b. ____	1. ____ 2. ____
2. SEE WORK EXPERIENCE COORDINATOR - TABLE #2		
a. Determine job status	a. ____	
b. Verify Social Security No.	b. ____	
c. Arrange for work permits, etc.	c. ____	2. ____
3. GO TO YOUR ADVISOR		
a. Advisor verifies vital statistics (all are printed)	a. ____	
b. Evaluate student's progress and goals	b. ____	
c. Class schedule is determined	c. ____	3. ____
4. GO TO TABLE #3 TO GET CLASS VACANCY CARDS AND VERIFY CLASSES	a. ____	4. ____
5. RETURN TO ADVISOR'S TABLE		
a. Put Soc. Sec. No. on "Reg Room" blank	a. ____	
b. Fill out high school program cards (colored)	b. ____	
c. Advisee turns in all materials, cards and job sheet to advisor	c. ____	
d. Advisor initials job sheet to verify student is legally enrolled	d. ____	
e. Must list an emergency telephone number	e. ____	5. ____
6. TURN IN THIS FORM ON YOUR WAY OUT (See Exit sign)		6. ____

SEE YOU TOMORROW

RLT:ej
2/13/73
400

5.1.3 Student History

Purpose

Keep student's history together on one sheet in student's cumulative file folder

Procedure

Form to be kept in student's file folder and records clerk to fill in information

5.1.3

V O C A T I O N A L V I L L A G E

Portland Public Schools
5040 S. E. Milwaukie Avenue
Portland, Oregon 97202

STUDENT HISTORY

Name_____ Date Entered (Re-entered)_____

Address_____ Sex: M_____ F_____

Date of Birth_____ Phone No._____ S.S.No._____

Advisor_____ Marital Status_____

Projected date of graduation_____ Changed to_____

Major Vocational Area_____ Other Interests _____

Advise Job Placement in_____

Upon entrance: Reading _____Language _____ Math _____

Test Scores Exit: Reading _____Language _____ Math _____

Occupational Certificates Earned - Specific Competencies

1._____ Date_____ 3._____ Date_____

2._____ Date_____ 4._____ Date_____

Referred to: Agency and Date_____

Placed on Job:_____ Date_____

_____ Date_____

Will you be driving an automobile to and from school?_____

- - - -

5.1.4 Student Agreement

Purpose

To have the students understand the role of Vocational Village and the part they must play

Procedure

1. Admissions office has each student and a parent sign agreement

2. Agreement is filed in student's file folder

5.1.4

VOCATIONAL VILLAGE

Portland Public Schools

Portland, Oregon 97202

STUDENT AGREEMENT

A survey of 21 major Oregon businesses and industries indicated that these firms insist that their employees meet certain basic requirements before they are hired. The following are a few of the necessary qualifications such employees must possess. They should:

1. Be responsible, conscientious employees who are proud of their work and attendance;
2. Have a mastery of math and business communication;
3. Be responsible and reliable employees;
4. Possess job-entry skills;
5. Show initiative and cooperation;
6. Be neat, clean, and well-groomed;
7. Be enthusiastic and honest.

I understand that Vocational Village is a high school which has as its primary function the responsibility of preparing its students for the "world of work." I now agree to cooperate with this school in its collective efforts to prepare me for entry-level occupations in accordance with the needs and wants of business and industry.

Therefore, while I am enrolled at Vocational Village, I will:

1. Be a responsible, conscientious student who obeys the rules of this school as outlined in the Vocational Village Handbook;
2. Be punctual by being in my classes on time and be reliable by attending school and being productive during the hours for which I am scheduled;
3. Strive to master the courses presented by the school so I may have those necessary, specific job-entry skills required of a new employee;
4. Maintain the kind of personal appearance which the Vocational Village staff, based upon their many years of practical work experience and contact with the business world, determines will best aid me in preparing for, securing and holding a job. This particularly refers to such items as: haircuts, grooming, cleanliness, neat clothing;
5. Conduct myself in such a manner as to show respect for myself, my fellow students, staff members, and for the concepts for which Vocational Village exists.

If I feel that at any time I cannot abide by any part of this agreement, I will leave Vocational Village immediately.

Date_____ Student's Sig._____ Parent's Sig._____

5.1.5

V O C A T I O N A L V I L L A G E

STUDENT EMPLOYMENT QUESTIONNAIRE

(1) Date_____

(2) Name_____ (3) Home Phone_____

(4) Address_____ (5) Birth Date_____ (6) Age___

(7) Advisor_____ (8) Soc. Sec. No.___ - ___ - ____

(9) What is your OCCUPATIONAL MAJOR?_____

(10) Do you have a job now? Yes_____ No_____

(11) If no, do not answer items 12 through 22, but go directly to item 23.

- -

(12) If yes, where do you work?_____

(13) Address_____ (14) Supervisor's name_____

(15) Phone_____ (16) When did you start?_____

(17) Explain what you actually do on this job:_____

_____

(18) What hours do you work?_____a.m. p.m. to_____a.m. p.m.

(19) What are the total hours you usually work each week?_____

(20) What is your hourly wage?_____(21) Do you have a work permit? Yes____ No._____

(22) Stopped working on_____

- -

(23) If you do not have a job now, where did you last work?_____

(24) Address_____ (25) Supervisor_____

(26) What did you do on your last job?_____

(27) Are you interested in working now? Yes__No__ (28) Part time__ Full time_____

(29) If you could choose the kind of job you would really like, it would be:

First Choice_____

Second Choice_____

5.1.5 Student Employment Questionnaire

Purpose

Used by the Work Experience office to gather employment data on students

Procedure

To be filled out or updated at each registration period at the work experience table

5.1.6 Schedule Change

Purpose

Change from one class to another

Procedure

1. Get form from Admissions Office

2. Check with Advisor. Discuss:

   a. Is it a wise change?
   b. Do parents approve?
   c. How will it affect graduation requirements?

3. Obtain acceptance of the teacher of the new class

   Teacher must send class vacancy card to Admissions Office and sign form

4. Obtain signature of the teacher of the class you want to drop

   Teacher must notify Admissions Office by returning class vacancy card

5. Return completed form to Advisor

6. Change schedule on:

(One)	Pink card	Records Department (Harold)
(One)	Yellow card	Attendance Department
(Two)	Green card	Advisor Team

Misuse

Schedule changes should be made at 3:15 p.m. (There are exceptions)

5.1.6

PORTLAND PUBLIC SCHOOLS
Administrative Departments

INTER-DEPARTMENT COMMUNICATION

MEMORANDUM SCHEDULE CHANGE

FROM_____ _____
Date

TO_____

Student's Name_____

Advisor's Name_____

Class transferred from_____ Teacher's Signature_____

Class transferred to_____ Teacher's Signature_____

Why are you changing classes?

Have you discussed the change with your Advisor?

Date of change_____ _____
Advisor's signature

In order to change class you must be accepted by the instructor of the class to which you are going. You must also be released from your present class. Have both teachers sign this change and also your advisor who will keep it.

5.1.7 Checklist for Prospective Graduates

Purpose

Make sure the student has met all requirements for graduation; i.e.: fees. loans, credits and testing

Procedure

1. Advisor initiates form to make sure student is ready for graduation
2. Advisor collects all needed signatures then gives form to Director's secretary
3. Director's secretary types graduation letter, attaches form and gives to Director
4. Director signs and issues letter; form and copy of letter are filed in student's file

Misuse

Form is not to be given to student

5.1.7

CHECKLIST FOR PROSPECTIVE GRADUATES FROM VOCATIONAL VILLAGE

Student's Name _____

Advisor _____ Date _____

Credits: _____ (See Handbook)
Advisor's Signature

Testing: (Signature) _____

Reading _____ Math _____ Spelling _____

Fees: (signature) _____
(Bookkeeper)

Loans: (signature) _____
(Bookkeeper)

Transcript clearance (signature) _____
(Records)

Do you wish to participate in graduation? Yes _____ No _____

If yes, have you paid your graduation fee? Yes _____ No _____

Receipt # _____
(Bookkeeper)

Please have all instructors initial that you do NOT owe any money or have any unreturned books or materials.

English _____	Food Service _____	Welding _____	Human Rel. _____
Reading _____	Sheet Metal _____	Health _____	Health Occ. _____
Math _____	Automotive _____	Home Ec. _____	Marketing _____
Science _____	Office Occ. _____	A.V. _____	Soc. St. _____

RLT:ej
5/1/73

5.2.1 Attendance and Progress Sheet

Purpose

Serve the instructor's permanent record for each student's attendance and progress

Procedure

Forms are available from A-V Room and are to be used by each teacher for class records

Class _____ Instructor _____ Term: From _____ To _____

Period _____

Student's Name	Date / Advisor	1st Week	2nd Week	3rd Week	4th Week	5th Week	6th Week	Total
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21								

5.2.2 Daily Attendance Sheet

Purpose

Used by teachers to keep their daily student attendance

Procedure

Up to the individual teacher

5.2.2

VOCATIONAL VILLAGE
Portland Public Schools

Instructor_____ Date_____

DAILY ATTENDANCE SHEET

Period 1 (____)	Period 2 (____)	Period 3 (____)	Period 4 (____)	Period 5 (____)
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.
7.	7.	7.	7.	7.
8.	8.	8.	8.	8.
9.	9.	9.	9.	9.
10.	10.	10.	10.	10.
11.	11.	11.	11.	11.
12.	12.	12.	12.	12
13.	13.	13.	13.	13.
14.	14.	14.	14.	14.
15.	15.	15.	15.	15
16.	16.	16.	16.	16.
17.	17.	17.	17.	17.

5.3.1 Daily Progress Report

Purpose

Give the Advisor a day by day report on the progress of his advisees

Procedure

1. Student obtains form from Advisor or Attendance Area and takes form to all classes, having each teacher sign and give needed information

2. Student returns form to Advisor at the end of the day

DAILY PROGRESS REPORT

Name_____ Advisor_____ Date___/___/_____

Period	Class	Arrived on time? yes	no	What work was accomplished	% of time spent productively 25%	50%	75%	100%	Teachers initials

5.3.2 Student Progress Summary

Purpose

Used by instructors to record job sheet completions for each student in the class

(This form helps a teacher keep track of daily individual student progress leading to competencies for half credit)

Procedure

Forms are available from the A-V Department and instructors should use this form, or one similar, to record a student's progress in various units in each course

STUDENT PROGRESS SUMMARY 5.3.2

Name_____ Advisor_____

Address_____ Phone_____ Date enrolled__/__/__

Test Scores R__.__ L__.__ M__.__ Age_____ Soc. Sec. No.___-____-____

Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Test

Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Test

Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Test

Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Test

Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Test

Previous related classes taken: _____ _____

Present interests and goals: _____ _____

Special needs: _____ _____

Previous school: _____ Approx. No. Credits _____

5.3.3 Record of Job Sheets Earned

Purpose

Used to convert Job Sheets earned into half credits

Ninety Job Sheets no longer equal a credit. Vocational Village is in the process of converting all student records to competencies. Job Sheets no longer have a weighted value. One student may complete 130 Job Sheets before passing his competency test, while another student may complete less than 90 Job Sheets

When all students progress records are converted to competencies this form will be obsolete

Conversion of Job Sheets to Half Credits

The instructor of a specific class is responsible for issuing half credits or credits. If you have an advisee who has earned less than 45 Job Sheets these steps should be followed:

1. Send a memo to the instructor of the class advising the instructor of the number of Job Sheets needed (See Form 5.4.4)

2. Set an appointment with the student, the instructor of the class and student's advisor

3. Write a learning agreement for the Job Sheets needed (See Form 5.4.5)

VOCATIONAL VILLAGE

5.3.3

Name	RECORD OF JOB SHEETS EARNED							Half Credits Earned Date		Sign.	
Vocational Major	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
Vocational Major	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
Vocational Major	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
Vocational Major	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
HEALTH/PE	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
PHYSICAL ED.	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
MATHEMATICS	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
SCIENCE	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
SOCIAL STUDY (1)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
SOCIAL STUDY (2)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
SOCIAL STUDY (3)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
ENGLISH (1)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
ENGLISH (2)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
ENGLISH (3)	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
ELECTIVES (5)											
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		
	00000	00000	00000	00000	00000	00000	00000	00000	00000		

5.3.4 Memorandum: Converting Job Sheets to Half Credits

Purpose

Used to request an appointment with a specific teacher to negotiate a Learning Agreement when a student has less than 45 Job Sheets recorded on his "Record of Job Sheets Earned"

Procedure

1. Check the student's "Record of Job Sheets Earned" and write a Memorandum to the instructor of each class in which the student has earned less than 45 Job Sheets

2. Negotiate a Learning Agreement with each instructor for the number of Job Sheets needed in the class

Note

When the student has satisfactorily completed the Learning Agreement, the instructor of the class will notify the advisor of the student by issuing a Half Credit Certificate

5.3.4 III

V O C A T I O N A L V I L L A G E

MEMORANDUM

TO: _____ Date: _____
Instructor's Name

FROM: _____
Advisor's Name

SUBJECT: _____
Student's Name

The above named student has completed _____ Job Sheets in:

_____
Name of subject or course

and has expressed a desire to finish this one-half credit.

Please advise me when you can meet with us to write a LEARNING AGREEMENT for this student.

CL:ej
12/4/73

V O C A T I O N A L V I L L A G E

MEMORANDUM

TO: _____ Date _____
Instructor's Name

FROM: _____
Advisor's Name

SUBJECT: _____
Student's Name

The above named student has completed _____ Job Sheets in:

_____
Name of subject or course

and has expressed a desire to finish this one-half credit.

Please advise me when you can meet with us to write a LEARNING AGREEMENT for this student.

CL:ej
12/4/73 (1/2/74)

5.3.5 Learning Agreement

Purpose

Used to work out an agreement to earn Job Sheets needed in a specific class to complete a half credit

Procedure

1. Advisor meets with student and instructor of the class
2. Learning Agreement is filled out in triplicate
3. Upon satisfactory completion of the Learning Agreement, instructor of the class will issue a Half Credit Certificate

5.3.5

V O C A T I O N A L V I L L A G E
Portland Public Schools
5040 S. E. Milwaukie Ave.
Portland, Oregon 97202

LEARNING AGREEMENT

*Student's Name*_____ *Advisor*_____

The above named student needs_____Job sheets to complete one-half credit in:

_____
Name of course or class

If this student will complete the following no later than ____/____/____,
Date

I will issue the_____job sheets necessary to complete the one-half credit.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____
Signature of instructor who teaches the course *Date*

- -

I have read the Learning Agreement and will have all the work submitted and corrected no later than the date mentioned above.

_____
Signature of student

I have met with both the instructor and student and feel that this is a workable agreement.

_____
Signature of advisor

CL:Ej
12/4/73

Note: This agreement is to be filled out in triplicate.
1 copy for student - 1 copy for advisor - 1 copy for instructor

5.3.6 Half Credit Certificate

Purpose

Notify the Record Department and advisor of completion of half credit by a specific student in a specific class

Procedure

1. Form is filled out in duplicate by instructor after student completes the posttest for all of the competencies in a specific course
2. Original is sent to records clerk to be recorded on student's official high school transcript
3. Duplicate (carbon copy) is sent to student's advisor

5.3.6

ONE-HALF CREDIT CERTIFICATE

From: _____ Date: _____
Instructor of Course

To: ( ) _____
Student's Advisor

( ) Records Office

Re: _____
Student's Name

This is to certify that the above named student has earned one-half credit in:

_____
Title of Course

Original Copy is to be sent to Records Office to be recorded on the student's permanent transcript. Copy is sent to student's advisor.

_____
Signature of Instructor

5.3.7 One Credit Certificate

Purpose

Communicate to advisor and records office that the student (named on certificate) has earned one full credit by completing all of the competencies in a given course

Procedure

1. **Form is filled out in duplicate by the instructor after a student completes the posttest for all of the competencies in a specific course**
2. **Original is sent to records clerk to be recorded on student's official transcript**
3. **Carbon copy is sent to student's advisor**

5.3.7

ONE CREDIT CERTIFICATE

From: _____ Date: _____
Instructor of Course

To: ( ) _____
Student's Advisor

( ) Records Office

Re: _____
Student's Name

This is to certify that the above named student has earned one full credit in:

_____
Title of Course

Original Copy is to be sent to Records Office to be recorded on the student's permanent transcript. Copy is sent to the student's advisor.

_____
Signature of Instructor

5.3.8 Record of Credit Earned

Purpose

Record the number of high school credits each student has earned

Procedure

1. Records makes out two copies with the student's transferred credits filled in
2. One copy is sent to the Advisor and one is kept in the student's file
3. The Advisor should keep his copy up to date for his own records
4. The official copy is always kept in the records office in the student's permanent file

5.3.8

V O C A T I O N A L V I L L A G E

Portland Public Schools.....5040 S. E. Milwaukie Avenue.....Portland, Oregon 97202

OFFICIAL RECORD OF CREDITS EARNED

Name _____ Birthdate ___/___/___
Last First Middle

Address _____ Zip _____ Phone _____

Previous School _____ Soc. Sec. No. ___ - ___ - _____

Advisor Team _____ / _____ Career Major _____

SUBJECT (Required Credits)				Total Cr.	*	VOCATIONAL & ELECTIVE CREDITS	Cr. Earned	Date	Init.
ENGLISH 3									
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
HEALTH 1/2	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
MATH 1	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
PHYSICAL ED.. . . 1-1/2	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
SCIENCE 1	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
SOCIAL STUDIES . . . 3									
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
	____	____	Cr.						
	____	____	Date						
	____	____	Init.						
Total Required Credits Earned						*Indicates Credit earned in Vocational Major			
						Total Vocational & Elective Earned			

FOR OFFICE USE ONLY

Entered: _____ Withdrew _____

Graduated _____ 131

VOCATIONAL VILLAGE

Records Clerk _____

Director _____

Date

5.3.9 Administrative Probationary Student Weekly Report

Purpose

Inform Administrative Assistant of a student's progress so appropriate action can be taken

Procedure

1. **Students who demonstrate a need for close supervision and guidance may be placed on administrative probation**
2. **The student must carry a green probationary slip to each class and have it signed by the appropriate instructor**
3. **Each week's probationary slip must be turned in to Administrative Assistant**
4. **Failure to turn in signed probationary slip may result in the student's suspension from Vocational Village**

5.3.9

ADMINISTRATIVE PROBATIONARY STUDENT WEEKLY REPORT

Name_____ Advisor_____ Week_____ to _____

	Monday	%	Tuesday	%	Wednesday	%	Thursday	%	Friday	%
1st period										
2nd period										
3rd period										
4th period										
5th period										
6th period										
7th period										

%-Percent of productivity

Turn this slip in as soon as it is completed each week. If you lose this slip, you must go back to your teachers and have them fill it out again. Failure to hand in this report by Friday after school will result in your time card being pulled.

To Teachers: Please initial and comment. Use the back for details if necessary.

5.4.1 Postal Request for Parent Conference

Purpose

Enable advisors to contact parents of an advisee they are unable to get in contact with any other way

Procedure

1. Advisors may obtain form from A-V Room

2. See Director's secretary for stamps

Misuse

Not to be used in place of a telephone call

5.4.1

#20

VOCATIONAL VILLAGE HIGH SCHOOL
5040 S.E. Milwaukie Avenue
Portland, Oregon 97202

Dear Parent or Guardian of_____

The school is concerned about_____

_____ Attendance
_____ Attitude
_____ Progress
_____ Punctuality
_____ Appearance

A parent conference is necessary. Please call the school (234-6604) to arrange the time and date.

Signature of Advisor_____

5.4.2 Staff Report to Advisor

Purpose

Used when a staff member wants to communicate something to a student's advisor

Procedure

1. Pads are available in the A-V Room
2. Staff member fills out form and delivers form to appropriate advisor
3. Advisor then takes action and communicates to staff member what was done

Note

Use for favorable as well as unfavorable comments

5.4.2

STAFF REPORT TO ADVISOR

(To be used for favorable as well as unfavorable comments)

CONCERNING_____ TO_____
Vocational Village Student — Advisor

_____ATTENDANCE

_____PROGRESS

_____PUNCTUALITY

_____ATTITUDE

_____APPEARANCE

_____OTHER

ACTION RECOMMENDED

_____COMMENDATION DUE

_____PARENT CONFERENCE NEEDED

_____ADVISOR CONFERENCE NEEDED

_____OTHER

Action Recommended_____ Action Taken_____

From_____ Date_____
Vocational Village Staff Member

Please send this report to the Advisor.

Specific remarks may be noted on the back.

5.4.3 Incident Report

Purpose

Report a significant "incident" involving a student to ascertain a pattern or consistency in the behavior of a student at Vocational Village

Procedure

1. Form should be written up by a witnessing staff member and other witnesses. There should be an original and a copy. The student's Advisor's name should be on both

2. The copy goes directly to the Director; the original goes to the Advisor

3. The Director will acknowledge copy and wait to see what action is taken by Advisor

4. After the Advisor gets original, he:

    a. Follows up on the "Incident" (Conference, talk with student, etc.)
    b. Fills out disposition section (What action was taken and how?)

5. Director acknowledges original, then sends it on to Records Department

6. Records Department files report in student's file

Misuse

Not to be used as or in place of the Disciplinary Referral Form

5.4.3

VOCATIONAL VILLAGE
5040 S. E. Milwaukie Avenue
Portland Public Schools

INCIDENT REPORT

MADE BY:_____ DATE:_____ TIME:_____

CONCERNING:____ _____

_____

WHAT HAPPENED:_____

_____

_____

_____

_____

_____

_____

_____

WITNESS:_____

_____

DISPOSITION MADE:_____

_____

_____

_____

_____

Copy sent to:

_____Director

_____Advisor

5.4.4 Disciplinary Referral Form

Purpose

Refer problem students to the Director for disciplinary action. At no time will this form be used until the Advisor and all of the student's teachers have exhausted all means of finding a solution

Procedure

1. Advisor initiates form and

   a. Gives reason for needed attention and what action has already been tried; (i.e.: parent conferences, advisor and student conferences, and dates of achievement committee meetings)

   b. Suggest action to be taken by Director

   c. Obtain signatures of all advisee's instructors

2. Turn in form to Director

3. Director responds to form and form is fil

Misuse

Lack of information; (i.e.: dates, times). To be used only for disciplinary drops. Must have all instructors' signatures

5.4.4

VOCATIONAL VILLAGE
Portland, Oregon 97202

DISCIPLINARY REFERRAL FORM

From: _____ Date _____
Advisor's Signature

To: ( ) Lester C. Weber, Administrative Assistant

SUBJECT: _____ _____ _____
Student's Name Age Career Major

The above named student needs immediate attention for the following reasons:

_____

_____

_____

I have discussed the student's progress with all of his instructors, and we have concurred that the following action should be taken:

( ) This student should be temporarily suspended.
( ) This student should be dropped from the program and should not be registered again until he/she has an Appeals Board meeting.
( ) Other:

_____

Comments: _____

_____

_____

_____	_____	_____	_____
Class	Instructor's Signature	Class	Instructor's signature
_____	_____	_____	_____
Class	Instructor's Signature	Class	Instructor's Signature
_____	_____	_____	_____
Class	Instructor's Signature	Class	Instructor's Signature

For office use only:

ACTION TAKEN: ( ) Student suspended until _____
Appeals Board meeting necessary.

Administrative Assistant's Signature _____ Date _____

Attendance office notified ( ) Yes ( ) No Letter sent ( ) Yes ( ) No

Initials _____ Date _____ Parents phoned ( ) Yes ( ) No

LCW:gm
3/8/74

5.4.5 Nondisciplinary Referral Form

Purpose

Remove students from the attendance rolls at Vocational Village for other than disciplinary reasons; (i.e.: moved, transferred, passed G.E.D.)

Procedure

1. Advisor initiates form and
   a. Gives reason for withdrawal
   b. Obtains all student instructor's signatures
   c. Turns in form to Director
2. Director has student's name removed from rolls
3. Form is filed in student's file

5.4.5

VOCATIONAL VILLAGE

Portland Public Schools
Portland, Oregon 97202

NONDISCIPLINARY REFERRAL FORM

From: _____ Date: _____
Advisor's Signature

To: _____ _____
Class Instructor's Signature Class Instructor's Signature

_____ _____
Class Instructor's Signature Class Instructor's Signature

_____ _____
Class Instructor's Signature Class Instructor's Signature

SUBJECT: _____ ___ _____
Student's Name Age Career Major

Please drop the above named student from the active rolls of Vocational Village as of _____. Place all of the student's records in the inactive files.

REASON: _____

_____

RECOMMENDATION: _____

_____

_____

_____

For Office Use Only

Signature of Director or Administrative Assistant _____

ACTION TAKEN: Drop letter sent [ ] Yes [ ] No Date _____ _____
Initials

Attendance office notified [ ] Yes [ ] No Date _____ _____
Initials

Formal withdrawal from school signed by parents [ ] Yes [ ] No

CL:ej
12/3/73

5.4.6 Student Grievance Procedures

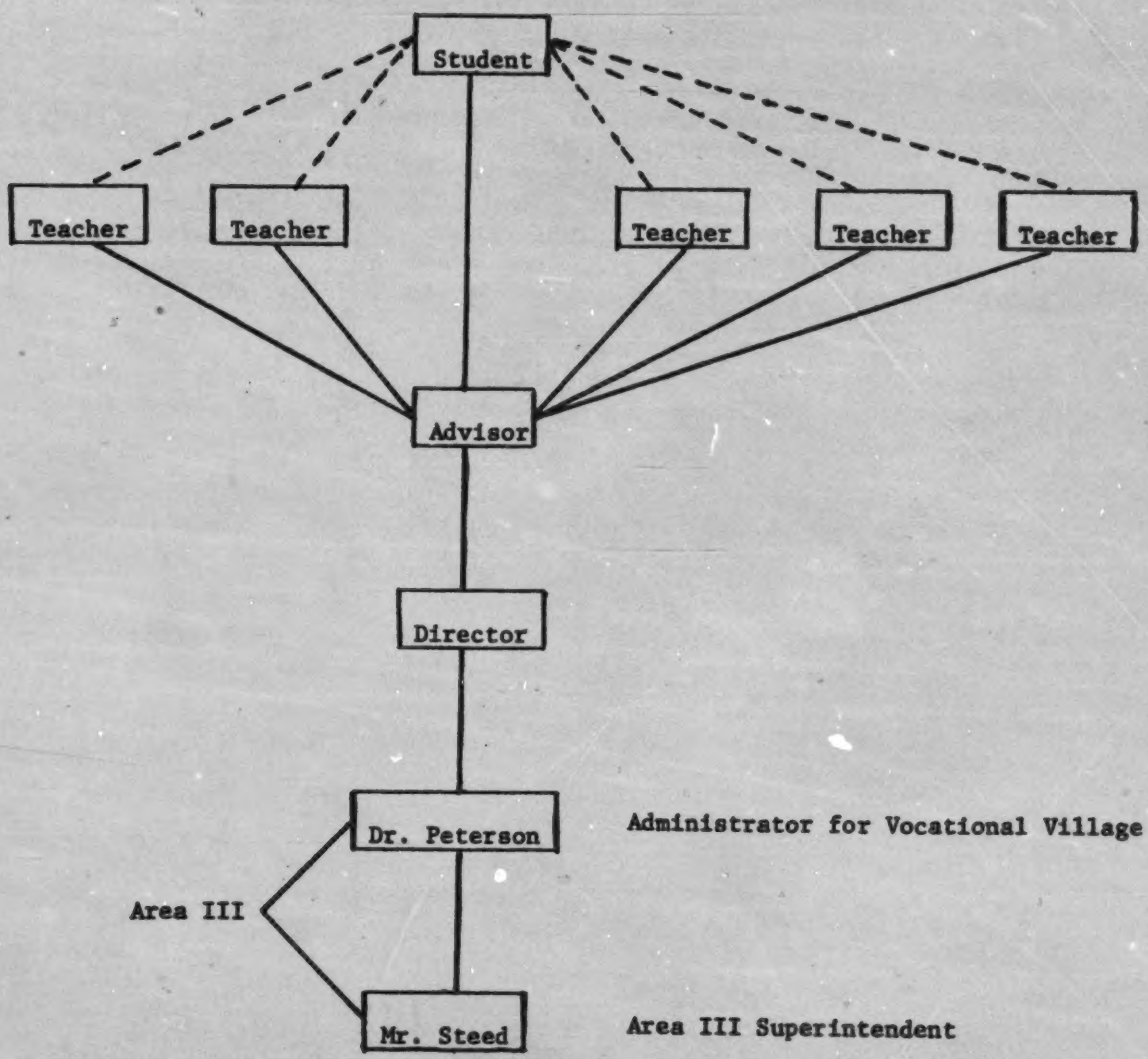
Purpose

Inform students of the procedures to be used when they have a grievance

Procedure

Forms are available in the A-V Room and instructors and staff should encourage students to follow these procedures

GRIEVANCE PROCEDURES FOR VOCATIONAL VILLAGE STUDENTS



V O C A T I O N A L V I L L A G E
Portland Public Schools
5040 S. E. Milwaukie 97202
January 22, 1973

STUDENT GRIEVANCE PROCEDURES

Hopefully, your advisor will be the key to solving most of your problems or answering most of your questions. In many situations you may be able to solve your problem by communicating with your individual teachers concerning questions or problems you are having in your specific classes. If you are not satisfied that a teacher has helped you in solving your problem, you should go to your advisor for help. If at anytime you feel that your advisor has been unable to solve your problem, you should immediately come to Mr. Thurston's office seeking help.

All students have access to Mr. Thurston concerning individual or group grievances. Our policy at Vocational Village is that the instructors, advisors, and the Director will have open doors not only for student grievances but also for the benefit of any type of communication that is for the good of the student or the school.

We hope that all problems can be solved within our school, but situations sometime occur that cannot be resolved even through the school director, Mr. Thurston.

If at anytime you feel that your problem has not been satisfactorily handled through your teachers, your advisor, or Mr. Thurston, you will be helped by Mr. Thurston to schedule an appointment with Dr. Peterson, our Area III administrator.

If your grievance continues, you may be referred to Mr. Ray Steed, our Area III superintendent. However, it is important that all students use the existing channels within the school.

5.5.1 Uniform Safety Code

UNIFORM SAFETY CODE
VOCATIONAL VILLAGE HIGH SCHOOL
PORTLAND, OREGON

June 19, 1972
Accepted by the occupational and career
education instructors at
Vocational Village in uniformity
with Benson Polytechnic High School

I. Purpose of the Uniform Safety Code

A Uniform Safety Code for the use of faculty and students in Vocational Village shops is felt necessary for several reasons, some of which are listed below:

A. Uniform safety standards, based upon industry standards will be impressed upon students upon initial entry and will remain as a constant guide for their entire stay in the school. Once these standards are learned, they will remain constant for any and all shop areas which involve power equipment and hazardous equipment and materials.

B. It is recognized that students are exposed to a variety of shops during their stay. Changes in major shop assignments, and visitations to various shops all contribute to a variety of exposure. Uniform safety standards based upon the moderately hazardous shop areas can do much to insure effective accident prevention.

C. Accident prevention must be and is the most important concern of any shop teacher. Uniform standards set by the shop teachers, uniformly applied and enforced, can help prevent accidents in school; and what is equally important, they can effectively prepare students to practice good safety habits when entering into their vocational job or career.

D. Safety habits learned while young will stand the graduating students in good stead when practicing their chosen career, whether in industry or in related occupations.

E. It is the intent of the Safety Code to establish firm and measurable requirements applying only to safety. If this code may appear unduly restrictive to some, it is hoped that recognition will be given to the need of the instructor for the personal safety of every student enrolled at Vocational Village.

II. Scope

A. Provisions of this code as they apply to clothing, equipment, safety, shop equipment, and standards of supervision are applicable for all areas which involve the use of power equipment and hazardous equipment and materials.

B. Provisions of this code as they apply to student personal conduct standards are applicable for the entire school complex.

III. Authority

A. Any instructor who witnesses any student violating the safety code has the authority to immediately correct the situation.

B. Students who persist beyond the control of the instructor are to be brought to the Director immediately.

IV. Clothing, Equipment and Safety Standards

A. Foot protection: Firm leather-top shoes with hard leather, composition, or rubber soles and heels will be worn. Tennis shoes, gym shoes, sandals, etc., will not be worn in the operating shops. This requirement will be in force for all Vocational Village personnel in all operating shop areas whether assigned or while visiting. Safety-tip shoes or boots and protective foot covering will be required only for specific areas in which extreme hazards exist.

B. Body protection

1. Protective clothing will be worn as prescribed in individual shops in accordance with the expected hazard and to provide adequate protection of clothing and skin from grease, dirt, and other noxious materials.

2. Protective clothing (overalls, aprons, coveralls, etc.) will be periodically laundered and kept in good repair. Extremely dirty or torn protective clothing will not be allowed. Altered clothing must be hemmed or suitably sewn where cut off.

3. Rings, wrist watches, bracelets, dangling necklaces, etc., will not be worn while operating machines. Entanglement, short circuits, static electricity are all hazard factors.

C. Eye Protection

1. Safety goggles will be worn while operating power machines and tools. They will also be worn in the vicinity of power machines, or while observing or helping others operate those machines. Normal eye glasses are not considered safety glasses for this purpose unless purchased as "safety glass." (Tempered glass is not safety glass.)

2. As a matter of policy, all major shop students will be required to have in their possession a pair of approved safety glasses, either their own or those furnished by the school district.

D. Head Protection

1. "The ease with which a strand of hair can be caught on a revolving shaft or other moving part or picked up by static electricity generated by a moving belt presents a special accident prevention problem when students with long hair work or remain around moving machinery." Extracted from "An Accident Prevention Program for School Shops and Laboratories," U.S. Department of Health Education and Welfare.

2. "Employees working in locations which present a hair-catching or fire hazard will wear caps or other head covering which completely cover the hair." Rule No. 7-1-18, Oregon Safety Code for Places of Employment, Basic Industrial Safety.

3. Hair will be habitually cut, particularly on the front and sides so that no hair is long enough to hang down over the eyes. The eyebrow line on the front and the shirt collar line on the rear are both definite measureable lines that will be used as guides.

4. Although hair longer than recommended in item 3 constitutes a real safety hazard and is usually prohibited in industry, students who have convictions about wearing longer hair may participate in shop classes provided they:

    a. Bring a written request from parent or guardian to wear a head covering that will safely contain the long hair.

    b. Have the hair covering device approved by the instructor.

    c. Wear the protective hair covering at all times while the student is in the operating area.

5. Safety helmets will be worn as required in areas where danger from falling objects exist. Safety helmets will be available as needed.

V. General Safety Practices

A. If necessary for the instructor to leave the shop area, the following actions will be taken:

    1. All power machines will be shut off, preferably from a central power source (panel box, etc.).

    2. The students will be advised that the instructor is leaving and a pre-appointed student will be announced as in charge of the class during his absence.

B. During the school day only personnel assigned to an area will be permitted to operate the tools and machines assigned to that area. Personnel bringing in work to a shop will report first to the instructor who will determine the work to be done and who will do it. This restriction applies to students, faculty, custodial and maintenance personnel.

C. No student will operate any power tool or machine until he has satisfactorily passed the prescribed safety tests, and until he has been checked out on that machine and accepted by the instructor. ASSIGNMENT TO A CLASS DOES NOT IMPLY PERMISSION TO USE MACHINES OR OTHER EQUIPMENT.

D. Accident prevention must be first and foremost concern in all areas. Unsafe tools, machines, practices, or conditions will be promptly reported and provisions will be made to correct those conditions.

E. Safety films, filmstrips, posters, lectures, and demonstrations will be used in a formal accident prevention program. To be effective, this program must be planned, timely, realistic, and on-going.

VI. Definition of terms

A. Operating areas: Any shop or class under the supervision of an assigned instructor where machine, power, or electrical equipment is at that moment in operation.

B. Assigned student: Any student that is under the supervision of an assigned shop instructor, whether he be administratively or temporarily assigned by shop instructor from a related shop.

Addendum No. 1 -- Provisions for the Appeal of Uniform Safety Code.

I. Rights

A. Instructors: Since instructors are liable for the safety of all students in their areas, and since this liability cannot be waived, the shop instructor shall have the authority to require compliance with provisions of this Uniform Safety Code as well as with all other safety practices. Instructors have the right to request removal from their area any student who, after warning, refuses to comply with safety practices and standards. Students will be re-admitted only after they have been cleared through an appeals committee conference.

B. Students: Any student shall have the right, subject to conditions prescribed herein, to appeal the decision of his instructor regarding interpretation of any specific provisions of the Uniform Safety Code. An Appeal Committee is hereby set up for that specific purpose. The decision of the Appeal Committee shall be binding upon both the instructor and the student.

II. Organization of the Appeal Committee

A. Membership: The committee will normally be made up of:

Voting members	Staff in attendance
2 students	Director
2 instructors	Student's Advisor
	Instructor initiation dismissal

B. General Provisions

1. At every meeting, the number of instructors and the number of students having voting rights for each hearing must be in balance. If alternates are not available, then one of the members may be excused to establish a balance.

2. The instructor concerned, as well as the Director, shall be in attendance at committee meetings.

3. Any members having a conflict of interest in connection with any particular hearing shall be excused from that hearing, and member adjustment shall be made.

4. Chairmanship of the Committee shall be periodically rotated among all members and shall be appointed by the Director.

5. The Appeal Committee shall be prepared to meet once weekly at 3:15 p.m. Wednesday, on call of the Director.

III. Authority

The appeals Committee shall have authority to pass judgment on interpretation and constitutionality of the Uniform Safety Code provisions only and will not have authority to waive provisions of the code. It is expected that both the shop teacher and student involved will abide by the decision made by the Appeal Committee.

IV. Appeal Procedures

A. Appearance of a student before the Appeal Committee shall be permissable only when a written request for this appeal has been submitted by the parent or guardian.

B. Requests for appeal hearings must normally be submitted to the Director not later than 3:00 p.m. on Monday in order to be heard on the following Wednesday.

C. Both parties shall be interviewed by the Appeal Committee. A secret ballot shall be taken of the eligible voting members with a simple majority determining the committee's decision. An impartial person will be selected by the committee to count the ballots and report the results to the committee.

D. In case of a tie the Director shall have the determining vote.

RLT:ej
10/10/72
50

5.5.2 Safety Agreement

Purpose

To protect the teacher from liability (not negligence) and the student from injury due to lack of being told

Procedure

1. Use the Uniform Safety Code along with the attached form
2. Have admissions personnel explain Code to incoming students
3. Have students take form for parents' signatures and return to admission office before the student can register
4. Admissions office then sends form to records office so it can be filed in the student's file

5.5.2

VOCATIONAL VILLAGE
Portland Public Schools

SAFETY AGREEMENT

Because of the possibility of injury to untrained students attempting to operate equipment or handle tools in the shop areas, no student will be allowed to operate equipment or use any tools unless:

1. He is registered in shop during that period.
2. He has completed the Vocational Village shop safety course.
3. He is working on instructor-approved class project.
4. He has asked for and received permission immediately before operating the equipment or tool.
5. Both the student and a parent or guardian has signed a safety agreement.

This safety agreement has been read and explained to _____
Student

_____ , by _____ .
Date Instructor

I have read and discussed the safety agreement with my son. We understand and agree.

_____ _____
Parent or Guardian Student

RLT:ej
9/20/71
500

5.5.3 Field Trip Form

Purpose

Allows students to go on field trips

Procedure

Admissions Office has student fill out form and get parent's signature

Form is then filed in student's permanent file

5.5.3

VOCATIONAL VILLAGE
Portland Public Schools
5040 S. E. Milwaukie Avenue
Portland, Oregon 97202
234-6604

Dear Parent or Guardian:

The major purpose of the Vocational Village educational program is to provide your youngster with a series of experiences that will support him in a search for future employment in an area of his interest. It will also provide basic and vocational education to complete high school.

The very nature of our facilities prohibits the traditional school procedure. For this reason it will be necessary from time to time to transport your youngster on field trips into the community to study various aspects of the curriculum.

We need your permission to transport your youngster in school-district-owned vehicles with the full understanding that the school district is not responsible for accidents.

I hereby give my consent for _____
Student's Name

to participate in field trips, etc., which will require being transported in school-district-owned vehicles to and from Vocational Village. I understand that the school district will not be held responsible for accidents.

_____
Parent or Guardian's Signature

RLT:kh
11/2/72
1,000

5.5.4 Transportation Notification

Purpose

Notify the student with a car of the rules involved when bringing it to school and obtain a parent permission slip for a student to drive his own car to P. E.

Procedure

1. To be filled out by the advisor and student; then student must get parents' signatures

2. Have student return form to advisor

3. Advisor give forms to Records Office to be filed in student's file

5.5.4

A New Experience
...Teaching and Learning

PORTLAND PUBLIC SCHOOLS

Vocational Village
5040 S. E. Milwaukie Avenue
PORTLAND, OREGON 97202
Telephone 234-5604

TRANSPORTATION NOTIFICATION

I hereby authorize_____ to drive the automobile described below when traveling to and from Warner Pacific College for the purpose of participating in the physical education program. It is understood that neither the Portland school district nor Vocational Village can authorize student use of student cars and that _____ must utilize public transportation unless the parent authorizes the student to use his own or family-owned vehicle.

_____ _____
Date Parent or Guardian

DESCRIPTION OF AUTO TO BE USED

Make_____ Body Style_____ Year_____

Auto License Number_____

Student's Driver License Number_____

Is student driver insured to your satisfaction?_____

RLT:ej
3/14/73
200

5.5.5

VOCATIONAL VILLAGE
Portland Public Schools

REGULATIONS GOVERNING STUDENT USE OF AUTOMOBILES

Any student who drives a car or motorcycle must register the vehicle at Vocational Village. In addition to the Automobile Registration Card that is to be filled out and filed in the Director's office, the student's parent or guardian must sign these regulations which must be returned to the school before a vehicle may be registered.

Registered vehicles are subject to the following rules and regulations:

1. Cars and motorcycles driven to school must be registered and parked in the assigned student parking area at the rear of the building. Use of any vehicle not so registered is a violation of these regulations.

2. Students are not to park in the front parking lot at anytime.

3. Cars and motorcycles are to be driven to and from school only.

4. Students may not sit in or drive cars during lunch periods. All students are to keep out of the parking areas and away from the cars during school hours. Permission to use the car during the school day may be granted by the Director in case of an emergency.

5. All cars are to be locked when left in the student parking area.

6. Violation of any of these regulations may result in a student's suspension from school and/or the impoundment of the automobile at the student's expense.

- -

I AGREE TO ABIDE BY THESE REGULATIONS . . . .

Student_____ Date_____

Make of car_____ Year_____ License_____

Name of legal owner of car_____

I have read the regulations governing student use of automobiles.

_____ will drive to school regularly/occasionally
Student's Name

(cross out one).

Comments of parents, if any:_____

_____

Parent's Signature_____ Date_____

RLT:ej 3/15/73 200

5.6.1 Request for Confidential Records

Purpose

Request a student's official transcript from a previous school

Procedure

Records Office uses this form

5.6.1

REQUEST FOR CONFIDENTIAL RECORDS

To _____ SCHOOL From VOCATIONAL VILLAGE SCHOOL

_____ ADDRESS 5040 S. E. Milwaukie ADDRESS

_____ CITY Portland, Or. 97202

Your former student, _____, has enrolled in our _____ grade

1. Please send student's official transcript of credits.
2. Please send student's cumulative record folder including health record card. If such records are not available, please complete the information requested in the box below.

_____ Date _____ Signature _____ Title

Place actual test results in left-hand column wherever available. If test results are not available, give your estimates in the right-hand column.

Column

1. Individual Mental Test Results
   Score: _____
   Name of Test _____
   Date Tested _____

1. Estimate of Mental Ability
   _____ Superior
   _____ Above Average
   _____ Below Average
   _____ Low

2. Reading Test Results
   Grade _____
   Name of Test _____
   Date Tested _____

2. Estimate of Reading Ability
   _____ Superior
   _____ Above Average
   _____ Average
   _____ Below Average
   _____ Low

3. Arithmetic Test Results
   Grade _____
   Name of Test _____
   Date Tested _____

3. Estimate of Arithmetic Ability
   _____ Superior
   _____ Above Average
   _____ Average
   _____ Below Average
   _____ Low

Yes____ No____ 4. Was student's attendence satisfactory?
Yes____ No____ 5. Any significant health or physical disabilities? (Explain)
Yes____ No____ 6. Any significant home conditions likely to affect school performance? (explain on back)
Yes____ No____ 7. Any significant behavior or personality problems? (Explain)
Yes____ No____ 8. Did student make any special contributions to your school? (Explain on back)

Oregon State Secondary Principals Association Recommended use of this form.
Distributed by Guidance Section, Secondary Education Department, Portland Public Schools

5.6.2 Chit

Purpose

Allow a student to get a meal or bus ticket who does not have the money

Procedure

1. Student obtains chit
2. Goes to teacher for whom he is going to work and does 15 minutes work
3. Teacher signs chit
4. Student takes chit to Admissions Office to get meal or bus ticket

Date _____

This chit verifies that _____
Name

Did
Job_____

From_____ to _____

to be turned in for meal (or Bus) ticket.

_____
Signature

5.6.3 Career Education Cluster Schematic

Purpose

Show the seven cluster programs offered at Vocational Village

Show logically how each student must complete four credits in one career cluster

Show the relationship of sheets to: tasks, competencies and courses

VOCATIONAL VILLAGE CAREER EDUCATION CLUSTERS

CLERICAL OCCUPATIONS

ELECTRICITY-ELECTRONICS

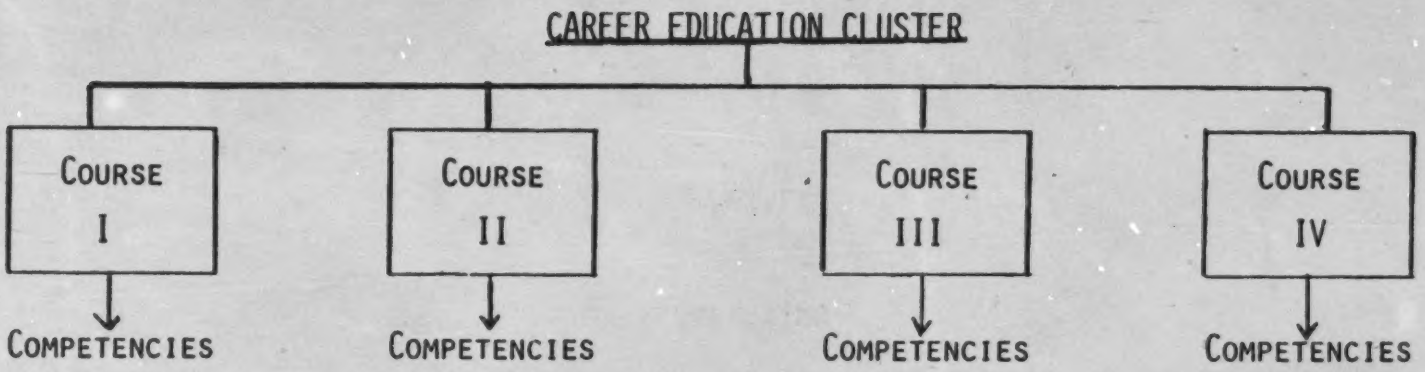
FOOD OCCUPATIONS

HEALTH OCCUPATIONS

INDUSTRIAL MECHANICS

MARKETING

METALS



CAREER EDUCATION CLUSTER = RELATED COURSES THAT PROVIDE STUDENTS WITH BASIC KNOWLEDGES AND SKILLS APPLICABLE IN TWO OR MORE ENTRY-LEVEL JOBS.

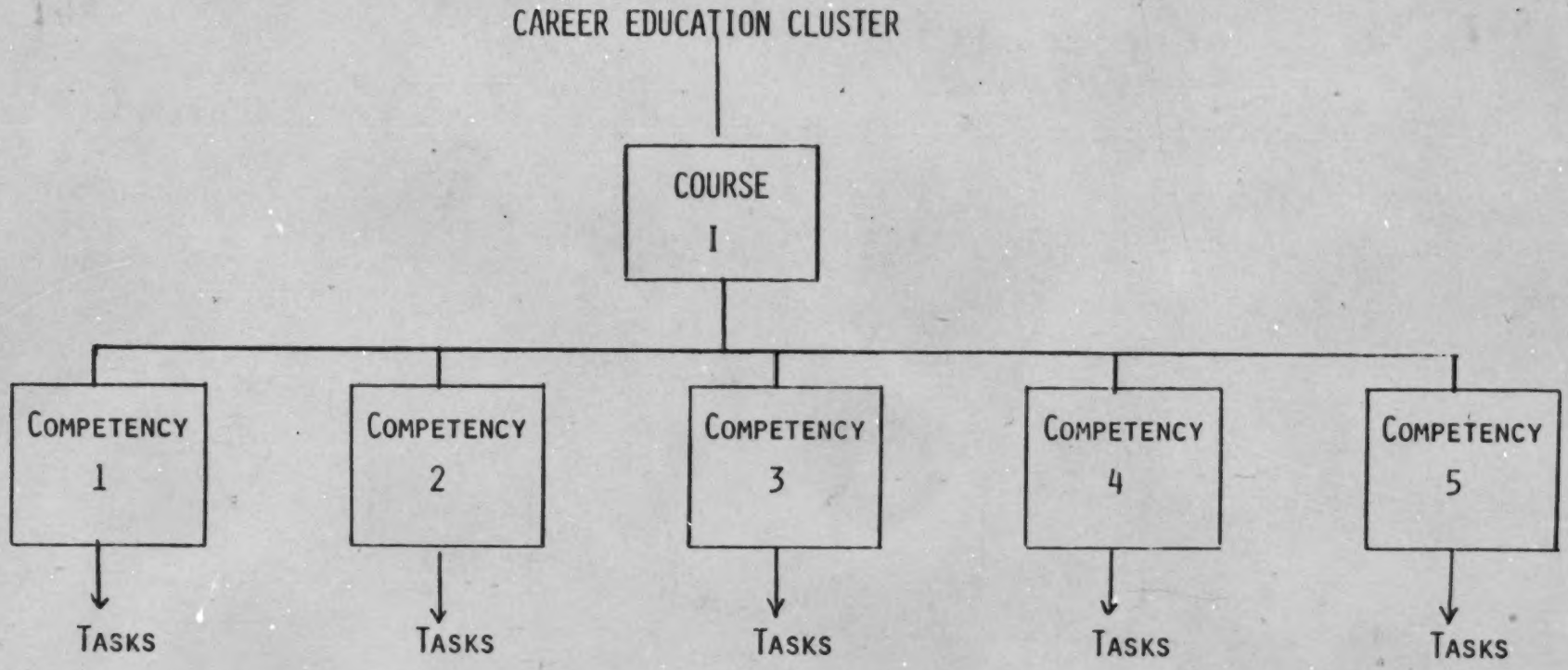
COURSE = A SERIES OF COMPETENCIES OR UNITS ORGANIZED IN A SPECIFIC ORDER DEALING WITH THE SAME SUBJECT.

COURSE I = BASIC

COURSE II = ADVANCED

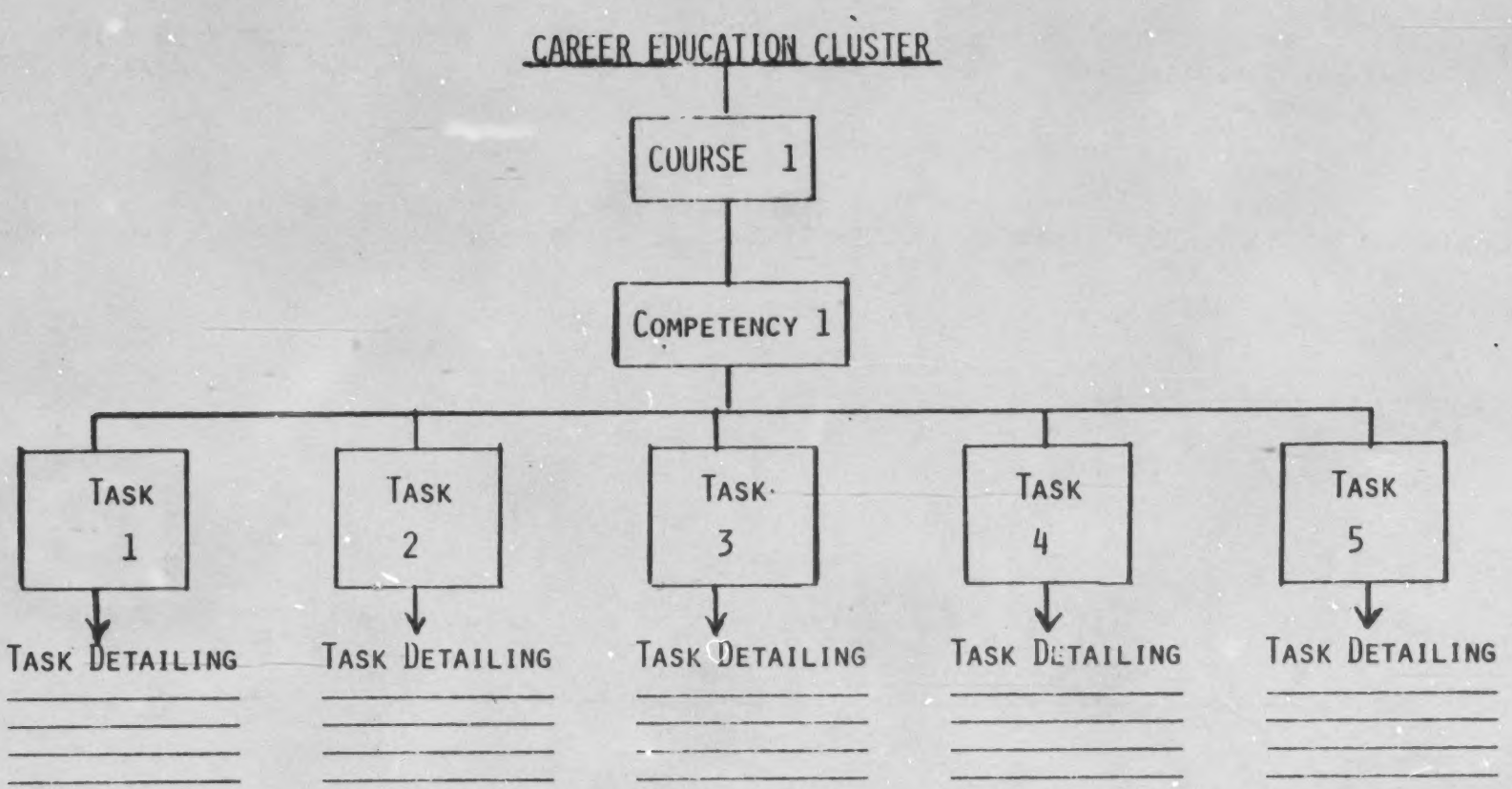
COURSE III = SPECIALIST

COURSE IV = COOPERATIVE WORK EXPERIENCE



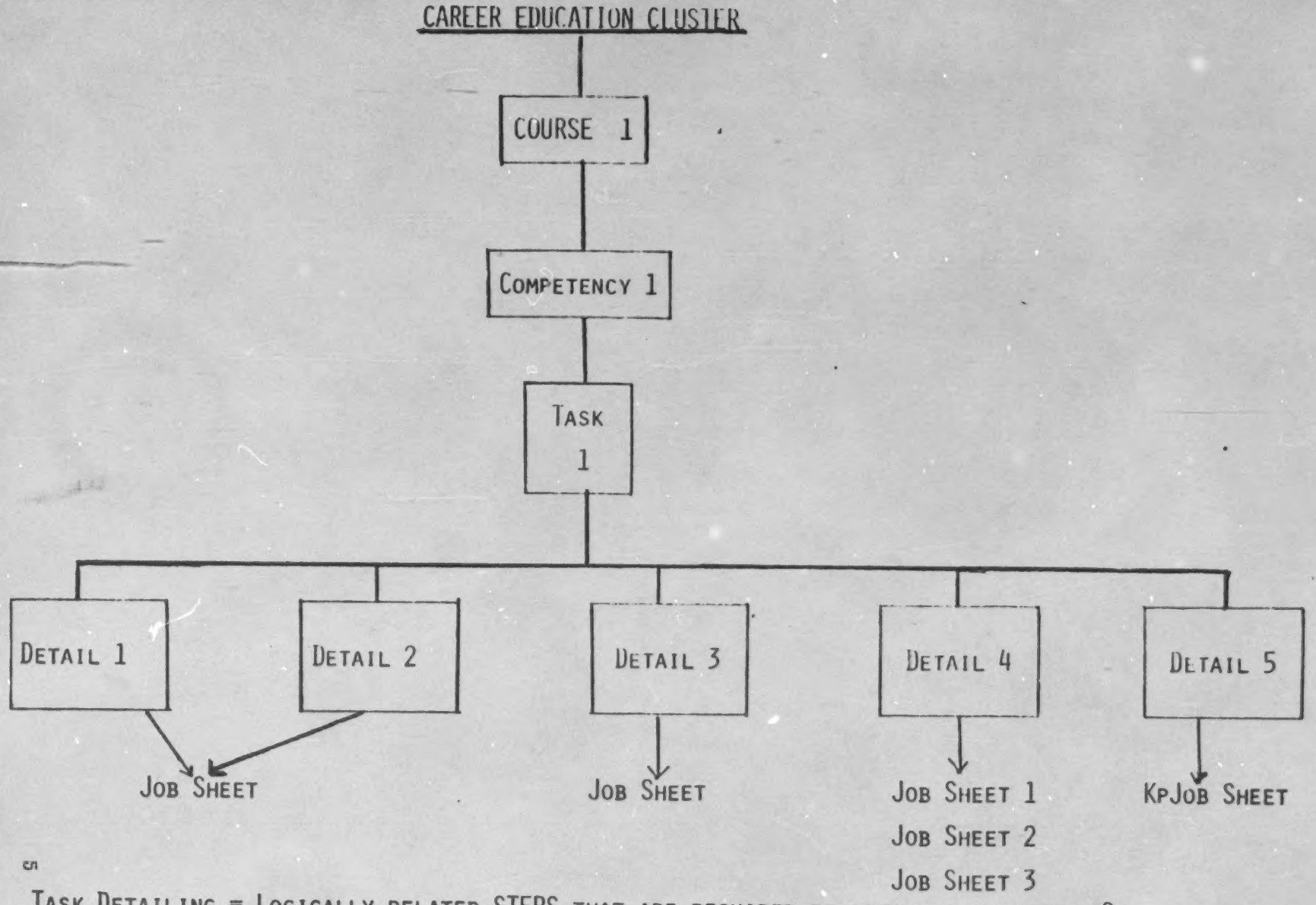
COMPETENCY = A PORTION OF A COURSE WHICH REPRESENTS RELATED TASKS. THESE TASKS ARE GROUPED TO FORM UNITS OF INSTRUCTION THAT LEAD TO EMPLOYABILITY.

TASK = A COMPLETE ELEMENT. A TASK IS A LOGICALLY RELATED SET OF STEPS REQUIRED FOR THE COMPLETION OF A UNIT OBJECTIVE.



TASK = A COMPLETE ELEMENT. A TASK IS A LOGICALLY RELATED SET OF STEPS REQUIRED FOR THE COMPLETION OF A UNIT OBJECTIVE.

TASK DETAILING = LOGICALLY RELATED STEPS THAT ARE REQUIRED TO ATTAIN A SKILL.



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TASK DETAILING = LOGICALLY RELATED STEPS THAT ARE REQUIRED TO ATTAIN A SKILL.... STEPS REQUIRED TO COMPLETE A TASK.

JOB SHEET = EXPLANATION OF A STEP OR STEPS.... PROCEDURES INVOLVED IN COMPLETING A STEP.